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ABSTRACT

Designed as a resource for high school teachers (9-12), this curriculum activities guide is fourth in a set of four based on an articulated (K-12) career education competency curriculum model designed to infuse career education into the curriculum on a districtwide basis. Materials for each of the four program components are arranged under the following headings: major objective, curricular objective (competency), area of emphasis, content, suggested learning activity, resources, and assessment strategies. The four components based on the curriculum model, are (1) Career Planning and Decision Making (individual differences, self-awareness, career development, adaptive skills, career planning), (2) Education, Work, and Leisure Alternatives (work roles, societal expectations, relationship between education and work and leisure time, and job entry), (3) Lifestyle and Personal Satisfaction (meanings of work, job satisfaction, and job specialization), and (4) Occupational Roles (consumer awareness, work roles and responsibilities, and transferable worker traits). Bibliographies are included for each component. The appendix contains a glossary of terms, the career development conceptual model, and the career education program description. (TA)

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ED145105

COMPETENCY BASED CURRICULUM GUIDE

GRADES 9-12

DEVELOPED BY THE PARTICIPANTS OF THE CAREER EDUCATION COMPETENCY BASED CURRICULUM COMMITTEE

JUNE, 1976

FUNDED UNDER VEA 90-576 P.D.

SPONSORED BY THE CALIFORNIA STATE DEPARTMENT OF EDUCATION

HUNTINGTON BEACH UNION HIGH SCHOOL DISTRICT -- FOUNTAIN VALLEY SCHOOL DISTRICT

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HUNTINGTON BEACH UNION HIGH SCHOOL DISTRICT

MEMORANDUM

TO: Administrators, Counselors, Teachers, and Designated Classified Staff - Career Education

FROM: Howard Roop, Assistant Superintendent, Instructional Services

SUBJECT: Career Education Competency Based Curriculum Guide

DATE: September 1, 1976

The district committee which was formed to develop the Competency Based Curriculum Guide has submitted its tentative draft for your review and suggested modifications. Please recognize that this model is very comprehensive and extensive and may be incorporated within several disciplines.

The members of the district committee worked closely in consortium with staff members from Fountain Valley (Elementary) School District to develop a K-12 model. We salute the following staff members for their excellent work and know that you will assist them wherever it is appropriate in developing a final curriculum for Career Education.

Don Averill, EC, Chairperson
Jerry Arriola, EHS
Art Bergquam, MHS
Anji Clemens, WHS
Jackie Davies, MHS
Billie Emerson, MHS
Caryl Felando, FVHS
Emery Fillmore, WHS
Stephanie Dudas, EHS
Chris Gilissen, OVHS
Ethel Harris, WHS
Phil Haynes, FVHS
Carl Jednoralski, FVHS
Alan Johnson, EHS
Curly Johnson, EC
Jack Kennedy, MHS
June Lee, MHS
Mike Lowenstam, EHS
Mickey Mason, EHS
Gary Miller, HBHS
Owen Miller, HBHS
Virginia Moore, WHS
John Napier, MHS
Marie Otto, Guid.Cntr.
Jeannine Ponce, FVHS
Bill Ridenour, EHS
John Rothrock, EHS
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Mike Sloan, HBHS
Bobbie Stenton, MHS
Hal Stevens, EHS
Sharon Swickard, HBHS
Eleanor Wechsler, FVHS
Gary Wheaton, EHS
Jean Woesner, HBHS

We also wish to salute the following individuals from cooperating districts who contributed much to the development of this guide:

Ocean View School District:

Vickie Weber, Parkview School

Fountain Valley School District:

Linda Bolstad, Bushard School
Pat Brokamp, Oka School
Sally Cunningham, Cox School
Gayle Demarco, Oka School
Gloria Hemsley, Bushard School
Jan Kurtz, Bisler School
Herb Levy, Bushard School
Edward Moon, Assistant Superintendent
Peter Murphy, Bushard School
Lois Thompson, Bushard School
Pat Turi, Arevalos School

It is requested that all suggested modifications be forwarded to Mr. Don Averill, Director of Career Education, at the District Education Center no later than Friday, October 29.

HR/pkp

FOREWORD

The efforts of many district staff members representing various curriculum disciplines have made major contributions to the Huntington Beach Competency Based Career Education model. The Career Education Competency Committee feels that the 16 concepts identified as the "integral part of the essential competencies the students of this district need to accomplish in Career Education" have identified a place for staff to infuse Career Education into the various disciplines.

Many people deserve thanks and due recognition is given them within this document; however, it is appropriate to acknowledge particular appreciation to those who provided leadership in each of the four component areas. They include Sharon Swickard of Huntington Beach High School (Career Planning and Decision Making); Carl Jednoralski of Fountain Valley High School (Education, Work and Leisure Alternatives); Hal Stevens, Edison High School (Life Styles and Personal Satisfaction); and Virginia Moore of Westminster High School (Occupational Roles).

No writing effort can be completed without the support which is gained from the clerical staff who helped put this document together. Particular thanks is given to Marilyn Mitchell who served as the project secretary throughout the development of the project and to Kris Rogers, secretary to the Director of Career Education, who completed the work of the final printing of the preliminary document. The Career Resource Center Technicians are to be commended for their research to provide the resource guides which are attached behind each of the units. They are: Stephanie Dudas, Edison High School; Jeannine Ponce, Fountain Valley High School; Jean Woesner, Huntington Beach High School; Billie Emerson, Marina High School; and, Ethel Harris, Westminster High School. Particular thanks goes to the project consultant, Clarence D. Johnson, who spent extensive hours in helping to identify the theoretical base and conceptual model, provided staff development activities for the writing teams and those involved in the project, and provided the editorial talent which tied the project together.

We have a very comprehensive Career Education document -- one of the most complete in California, if not the United States. It is hoped that you will use these resource materials as a start to implement Career Education in your classroom. We now have a guideline that can provide an effective thrust in terms of the direction of Career Education within the Huntington Beach Union High School District and its feeder elementary districts. This document is to be considered a starting point; a point at which each of us will focus on where we can contribute to the Career Education needs of the students we serve.

Donald F. Averill
Director, Career Education

INTRODUCTION

CAREER DEVELOPMENT COMPETENCY MODEL

Within the last five years, much of the time, money and energy of educators throughout the country has been devoted to a thorough assessment and restructuring of Career Education (CE) curriculum. As seen by early innovators in the field, CE was to give the student the tools needed for self-actualization and development of a fulfilling life style. As such, CE could be the long sought unifying principle upon which to build reform at all levels of education. This product is the result of efforts by educators in the communities of Fountain Valley and Huntington Beach to apply the principle by providing a tool for influencing the curriculum of all disciplines and at all grade levels.

COMPETENCY BASED CURRICULUM

In August of 1974, the Board of Trustees of the Huntington Beach Union High School District considered and approved a master plan giving the district's curriculum specialists three years to develop and implement a competency based curriculum model for all disciplines. The strategy selected to achieve this ambitious goal provided for the creation of "competency committees" in all curricular areas. Included within the group of basic academic areas (Reading; Language Arts; Mathematics; Health, Physical Education and Recreation; and, Career Education) as being of "Priority I" concern, the Career Education Competency Committee was charged with the responsibility of developing a new description for the district's CE program including the following components: 1) Identification of competencies considered essential for student acquisition; 2) Learning strategies designed to contribute to the acquisition of competencies; 3) Human, community and multi-media resources relating to competency acquisition; and, 4) evaluation strategies designed to confirm competency acquisition.

CONSORTIUM MODEL

Concurrent with developments leading to the establishment of the district's Career Education Competency Committee, the Career Education office obtained a grant under the provisions of Part D of the Vocational Education Act for a project designed to accomplish essentially the same goals as those previously set forth for the committee, but with the added feature of expanding the scope of the project design to include the development of an elementary (K-8) program description which would articulate with and complement the secondary (9-12) design.

INTRODUCTION (continued)

CONSORTIUM MODEL

Augmentation of the standing CE Committee to include representatives from one of our local elementary feeder districts was the obvious approach to implementing the grant program. Coincident with the implementation of our local grant program, a similar program had been funded in northern California providing for the participation of the Fremont Unified School District. Charged with similar goals, the participating districts comprise a consortium in cooperation with the State Department of Education.

The research design provides for field testing of the products of each project having independently developed approaches to a set of common goals. Through this project, the district was then able to move toward competency based curriculum utilizing federal resources in lieu of district resources. These resources have allowed us to complete the specified goals and objectives for the first year. We are now ready to proceed to the 1976-77 school year by: 1) Validating the curriculum model as developed; 2) The continuation and revision of the articulated (K-12) plan to infuse Career Education within all curriculum, and 3) To provide the in-service training necessary to prepare staff for the delivery of the specified student competencies.

THE HUNTINGTON BEACH MODEL

The project to develop a Career Education Competency Curriculum Model was approved for implementation by the participating Boards of Trustees. Steps in the development of the model and of the attached Curriculum Activities Guide proceeded as follows:

1. Career Education Advisory Committee (CEAC)

   Comprised of representatives from the Huntington Beach Union High School District and the Fountain Valley Elementary District, the Career Education Advisory Committee had several responsibilities including the following: a) defining Career Education; b) Identification and selection of the competency concept areas to be patterned after the California Career Development Model, as well as the concepts within each area (see Glossary of Terms -- Appendix exhibit A); c) determination of the actual competencies which provide the framework for this guide; and, d) providing leadership and direction for management of the project.

2. Needs Assessment

   Having identified the competencies contributing to the assimilation of each of the selected concepts, the Advisory Committee conducted a comprehensive needs assessment designed to determine the status of local area Career Education programs in relation to those concepts. Conducted initially on a K-12 basis,

the needs survey was expanded to include the opinions of parents and the local business community concerning priorities for areas of emphasis in Career Education programs.

3. The Conceptual Model

The conceptual areas selected by the Advisory Committee included: 1) Career Planning and Decision Making; 2) Education, Work and Leisure Alternatives; 3) Lifestyle and Personal Satisfaction; and, 4) Occupational Roles. Once identified, a panel of 20 experts recognized in the field of Career Education, were asked to critique the model on three separate occasions. Their input resulted in the final conceptual model which was used as the basis for all curriculum development on this particular project. The model is included as Appendix Exhibit B.

4. Development of the Career Education Program Description

Upon completion of the conceptual model, it became the responsibility of the Advisory Committee to determine how the model could be applied to a real educational setting (program description). It was necessary to determine the awareness and/or internalization level competencies/objectives which, if acquired or achieved, would contribute to the assimilation of the critical concepts. At this point in the development process, members of the Advisory Committee as well as representatives from local high schools and elementary schools were organized into writing teams for the purpose of expanding the model into a usable curriculum guide. The writing teams were organized around the four conceptual areas previously discussed. They were instructed to provide information concerning curriculum content, potential learning activities, available resources and evaluation strategies.

The project consultant, Mr. Clarence Johnson, was granted editorial license at the outset of the writing phase in order to assure consistency of format, adherence to the prescribed theoretical learning base, and that all areas of the concepts were covered by the curriculum document. Therefore, changes have been made in the attached curriculum guide in order to establish the points listed above.

THE HUNTINGTON BEACH MODEL

VALIDATION OF THE COMPETENCIES

The draft curriculum guide will undergo a series of validation processes during the 1976-77 school year. Specifically, we will seek to review and refine, as necessary, the competencies which we have identified as critical for student acquisition. The validation process will proceed as follows:

1. Review by the Career Education Advisory Committee

   The Advisory Committee will be primarily concerned with the review of editorial changes to the draft curriculum guide. It will be their intent to establish that the original integrity of the draft guide has not been significantly or inadvertently altered by the editing process.

2. Presentation to Goals Commission

   The draft curriculum guide will be presented to the Commission on Goals for the Huntington Beach Union High School District at a meeting early in the school year. The Commission is expected to review the document in terms of its compatability with broadly stated educational goals and directions established by the group for the district.

3. School Validation

   The draft curriculum guide will be disseminated to our high schools and feeder elementary schools in early September. Reaction to the guide will be solicited from all possible sources within the local educational and business communities. During the six week review period, all comments and recommendations will be reviewed and processed by the Advisory Committee and changes to the draft guide made as appropriate. It is anticipated that the review process, including the incorporation of recommended changes, will result in the production of a final document by early January of 1977. The final product will be submitted for approval to the Boards of both participating districts at that time.

IMPLEMENTATION OF THE COMPETENCIES

The Career Education Competency Based Curriculum Guide will become another dust catcher on the shelves of dozens of elementary and secondary teachers unless steps are taken to formalize your school's commitment to put the product to work in the classroom. An excellent approach has been worked out by Edison High School in cooperation with Bushard Elementary School here in Huntington Beach. If the competency design with which we have provided you is to be truly effective, a working relationship must be established between the elementary and secondary communities. The Edison/Bushard experience provides a good example of how such a relationship might be established:

1. Identification of a Career Education Steering Committee at Each School

   Every program needs leadership and the best is most likely to come from the people most committed to the infusion of C.E. principles in all areas of the school curriculum. Include representatives from all the major curricular areas if possible. This Committee will be responsible for devising a plan to be implemented by their particular educational community.

2. School Needs Assessment

   Assuming that your particular educational community makes the decision to direct all future efforts in Career Education towards the implementation of the model competency based curriculum, the status of CE in your school must then be measured against that new standard. As previously indicated, such an assessment may have already occurred on your campus. This needs assessment process must be completed before a reasonable school plan can be developed.

3. Development of a School Plan

   Having identified the essential differences between the desired program and the existing program (needs assessment), the ground work has been laid for the development of an implementation plan. In order to establish first year objectives which you may reasonably expect to achieve, consider the following elements for a successful implementation plan: 1) availability of resources for career education; 2) staff development needs; 3) status of the guidance program; 4) routes for infusion of the concepts and their competencies throughout the curriculum; and, 5) need for promotion of Career Education at the school in order to increase acceptance among staff and students.

4. Evaluation

   A. Program

      With respect to the evaluation of Career Education program impact over the long term, two instruments have been used and will continue to be used in the foreseeable future.

INTRODUCTION (continued)
IMPLEMENTATION OF THE COMPETENCIES

4. Evaluation

A. Program (cont'd)

These include the following:

1) Project TRACE - Annual follow-up study of sampling of graduates concerning occupational/educational status.
2) Career Planning Survey - Used to identify trends in occupational preferences of secondar students; assesses student perception of Career Education program on the campus.

B. Student Growth

The Career Planning Survey mentioned above may be used as an indicator of individual student growth in relationship to Career Education concepts and planning skills. It is particularly valuable for the identification of descrepancies between aspiration and expectation in caree roles.

Student Career Folders are currently being used by Edison High School and Bushard Elementary to measure program impact on the individual. The folders contain records and results of both student initiated and program initiated activity related to career exploration and planning.

CAREER EDUCATION PROJECT PHASE II

With the production of the Career Education Competency Based Curriculum Guide we have achieved the stated goals for the 1975-76 school year. During 1976-77 we will be primarily concerned with assisting our local educational community and other interested districts to implement the approach exemplified by the guide. VEA funding will continue to be provided to Edison High School and Bushard Elementary; however, the program will be expanded to include an additional pair of articulated schools. Briefly, the program emphasis for 1976-77 will be characterized as follows:

1) Validation of the competency model as introduced by the Career Education Advisory Committee.
2) Staff development for those schools ready to incorporate use of the Curriculum Guide.
3) Development of a refined evaluation system specifically designed to measure the progress of the new approach and its impact on individual students.

As with all instructional resources, the Curriculum Guide is no panacea for a Career Education Progr to which the participants are not committed. For this reason we solicit your best judgement concern the value of this product. We expect it to be elaborated upon, to be a resource which is being continually improved. The only way to begin is for you to put it to work in the classroom, tell us whe or not it works, and what needs to be done to change it. With this kind of participative commitment we will have begun the long sought process of reform in which CE was to have played such a prominent role. We have a challenge before us but the end result is better education for the students we serv

COMPONENT 1.0 CAREER PLANNING AND DECISION MAKING GRADE LEVEL 9-12

MAJOR OBJECTIVE 1.1 INDIVIDUALS DIFFER IN THEIR INTERESTS, APTITUDES, ABILITIES, VALUES AND ATTITUDES

CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
1.1.1 Develop knowledge of skills needed for successful performance in occupations of specific interest.	Ind. Ed. Soc. Stds. Home Ec. Business	.All occupations may be characterized by the skills which contribute to successful performance of specific job/work activities.

SUGGESTED LEARNING ACTIVITY	RESOURCES	ASSESSMENT STRATEGIES
1. Administer a self-esteem inventory or checklist. 2. Have students compare their interests with those of someone they know who is their own age and sex/ and then opposite sex. 3. Have students compile two lists: 1) Things I like to do, and 2) Things I am good at doing. 4. Have students compose a cinquain about one of their likes or dislikes. 5. Through a group effort, have students compile a list of personality traits that especially turn people "on" and "off". 6. Have students complete an autobiography from a given outline, describing his/her self-characteristics. 7. From a given list of personality traits, have students rate them as (1) how they are themselves, and (2) how they would like to see themselves. 8. Administer the Kuder E Interest Inventory, OVIS, or COPS. 9. Administer the GATB or SASS. 10. Teach students how to analyze a career into its prerequisite job competencies via use of all available career resource information so as to aid them to better understand the relationship between school subjects and careers.	.Coppersmith Self-Esteem Inventory ."Likes and Dislikes" ."Purpose of Life Test" ."Self-Picture Checklist I" (La Mesa) .Tests - Kuder E Interest Inventory .OVIS .COPS .GATB .SASS .JOB-O	Results from Self-Esteem Inventories, Tests and Personality Measures.

COMPONENT 1.0 CAREER PLANNING AND DECISION MAKING GRADE LEVEL 9-12

MAJOR OBJECTIVE 1.1 INDIVIDUALS DIFFER IN THEIR INTERESTS, APTITUDES, ABILITIES, VALUES AND ATTITUDES.

CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
1.1.1 (cont'd)		
1.1.2 Explain how his/her unique personal characteristics affect his/her present behaviors.	All	.Personality development is related to cultural and environmental influences. .Man's basic needs from the standpoint of motivation. The effect of basic needs on personality.

SUGGESTED LEARNING ACTIVITY	RESOURCES	ASSESSMENT STRATEGIES
11. Interview at least two people working in the occupations you have chosen and obtain information regarding the job, entry requirements, working conditions, amount and kind of benefits received and opportunities for employment on the job.		
1. Through a group discussion of contemporary social issues, have students note the differences in people's values and attitudes. 2. Have students develop a collage which would illustrate their perception of themselves. 3. Have students compare and discuss different values held by their classmates. 4. Show value films. Discuss. 5. Have students write a brief story or personality sketch of somebody they admire and whom they would care to be like. 6. Have students tell three ways they might spend their leisure time. 7. Have students compare and contrast the types of leisure activities engaged in by themselves and three other people. 8. Conduct a group discussion including the following topics: Is "doing nothing" leisure? Differing leisure activities (of friends, relatives, etc.).	.HB Information Network Cooperative Film Catalog and Library .Educational and Vocational Decisions La Mesa - Spring Valley school Dist. .Career Education: A Curriculum Design and Instruc. Objectives Cata. American Institutes for Research .Filmstrips: Knowing Yourself, Denoyer-Geppert; Values Clarification, Hart Publishing Co., Finding Your Orbit, Chronical Guidance Pub., Discovering your Real Interests, Science Research Assoc., Knowing Yourself, McGraw-Hill Pub.	Students will be able to describe his/her personal characteristics. Students will participate in a self-evaluation reflecting present behaviors.

COMPONENT 1.0 CAREER PLANNING AND DECISION MAKING GRADE LEVEL 9-12

MAJOR OBJECTIVE 1.1 INDIVIDUALS DIFFER IN THEIR INTERESTS, APTITUDES, ABILITIES, VALUES AND ATTITUDES.

CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
1.1.2 (cont'd)		
1.1.3 Use understandings of personality interests, aptitudes, attitudes and achievement in exploring career possibilities.	Soc. Stds. Guidance Humanities	.Career choices should be made using the following criteria: Interest Developed Abilities Scores Performance in related objectives Job Potential Salary Potential Fringe Benefits Congruency with my Value System

SUGGESTED LEARNING ACTIVITY	RESOURCES	ASSESSMENT STRATEGIES
8. (cont'd) Leisure activities related to work Personal gains from leisure activities Climate vs. leisure activities Money vs. leisure activities 9. Describe jobs that would probably be satisfying to a person, based on a description of what that person desires in a job.		
1. Identify five kinds of information used in comparing jobs: duties of the job, entry requirements, working conditions, amount and kind of benefits received, opportunities for employment on the job. 2. Given a job catalog, find answers to specific questions about a particular job. 3. Classify jobs according to elements they have in common. 4. Identify five factors that people consider in choosing a job. 5. Evaluate your grades, test scores and other related information in relation to possible occupation choices. 6. Compare and contrast potential occupation choices with respect to your value system.	.Career Exploration and Planning - Houghton Mifflin .Careers - Exploration and Decision - Prentice Hall, Inc. 1974 .FL - Find Yourself - Then Your Job - Doubleday Multimedia .FS - Making the Most of Your Talents Guidance Assoc. 1975 .KITS - Career Planning Program Houghton Mifflin Deciding for Myself - Pennant Ed. Materials .Analysis of Personality Survey - Gardner Pennant Edu. Materials .DAT Career Planning Programs, The Psychological Corp. .JOB-O Career Materials .Kuder E General Interest Survey .Self Appraisal and Assessment Structure - Dr. S Ostrom .Super's Work Values Inventory - Houghton-Mifflin	Type of careers student chooses to explore will reflect a realistic assessment of abilities already attained or of skills which stand a good chance of being acquired before a career decision needs to be made.

COMPONENT 1.0 CAREER PLANNING AND DECISION MAKING GRADE LEVEL 9-12

MAJOR OBJECTIVE 1.1 INDIVIDUALS DIFFER IN THEIR INTERESTS, APTITUDES, ABILITIES, VALUES AND ATTITUDES.

CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
1.1.4 Plan a course of study based on knowledge of self-characteristics.	Psychol. Guidance Sociology	.Evaluation of own interests and abilities in relationship to career choice.

SUGGESTED LEARNING ACTIVITY	RESOURCES	ASSESSMENT STRATEGIES
1. The following study outline is to be completed on an independent basis in the light of self-knowledge: 1. Evaluate these theories of vocational choice and development: trait and factor, psychodynamics of vocational behavior, vocational development theory. 2. Define vocational psychology; distinguish it from industrial psychology and occupational sociology. 3. Compare three major theories of vocational choice and development. 4. Describe the trait and factor theory of Frank Parsons and compare it with the need-choice theory of Ann Roe. 5. Describe the developmental theories of Eli Ginzberg and Donald Super. 6. Tell about John Holland's theory of vocational development and illustrate it from work situations. 7. Describe the Hawthorn experiment, and illustrate its implications for the world of work. 8. Evaluate the results of Edward Deci's experiment on work-motivators. 9. Describe Frederick Herzberg's distinction between dissatisfiers and satisfiers, hygiene needs and growth needs in industry.	.In order to complete this activity, students will need to utilize a public or university library or obtain references from their counselors or Career Guidance Staff.	Upon completion of the independent study unit, students will have completed the activities listed and will present a journal for evaluation by the instructor in which all activity questions have been considered in the light of personal characteristics and experience.

COMPONENT 1.0 CAREER PLANNING AND DECISION MAKING GRADE LEVEL 9-12

MAJOR OBJECTIVE 1.1 INDIVIDUALS DIFFER IN THEIR INTERESTS, APTITUDES, ABILITIES, VALUES AND ATTITUDES.

CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
1.1.4 (cont'd)		

SUGGESTED LEARNING ACTIVITY	RESOURCES	ASSESSMENT STRATEGIES
10. Compare McGregor's management theory X and his theory Y. 11. Explain Edgar Schein's four types of working mean, based on management assumptions. 12. Describe and illustrate the "Peter Principle". 13. After analyzing your own career development, participate in a group experience on career choice and adjustment.		

COMPONENT 1.0 CAREER PLANNING AND DECISION MAKING GRADE LEVEL 9-12

MAJOR OBJECTIVE 1.2 THE UNDERSTANDING, ACCEPTANCE AND DEVELOPMENT OF SELF IS A LIFE LONG PROCESS AND IS CONSTANTLY CHANGED AND INFLUENCED BY LIFE EXPERIENCES.

CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
1.2.1 Demonstrate knowledge that self characteristics are constantly changing.	Soc. Stds. English Guidance	People constantly change with experiences.

SUGGESTED LEARNING ACTIVITY	RESOURCES	ASSESSMENT STRATEGIES
1. The teacher or counselor might have students give examples of the following: a) Why someone might want to work harder than someone else to change a physical ability. b) Why someone might want to develop a particular academic ability. c) Why someone might want to seek additional education after completing high school. d) Why someone might want to change or acquire specific social skills. e) A social skill someone has acquired or improved through his/her own efforts. 2. Then they can have students compile a list of things they used to like to do, comparing them with things they enjoy doing now, and those they might possibly enjoy doing in the future. 3. Have students write a short description of how his/her self-concept has changed in the last five years. 4. In small group discussions, students could relate how certain of his/her personal characteristics have changed as a result of maturing, and indicate how he/she thinks they will change in the future.	.Career Decisions: Finding, Getting and Keeping a Job (Multi-media kit Educational Relations) .Career Development: Education for Living (Multi-media kit Educational Relations)	Each student will describe how he/she or how a friend has changed in the last four months.

COMPONENT 1.0 CAREER PLANNING AND DECISION MAKING GRADE LEVEL 9-12

MAJOR OBJECTIVE 1.2 THE UNDERSTANDING, ACCEPTANCE AND DEVELOPMENT OF SELF IS A LIFE LONG PROCESS AND IS CONSTANTLY CHANGED AND INFLUENCED BY LIFE EXPERIENCES.

	CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
1.2.2	Demonstrate knowledge that by planning and action some self characteristics can be changed.	Soc. Stds. Guidance	Some self characteristics can be changed by planning and acting on the plan.
1.2.3	Express one or more self characteristics that he/she wants to retain and one or more self characteristics he/she would like to change.	Guidance Soc. Stds.	Some self characteristics can be changed.

SUGGESTED LEARNING ACTIVITY	RESOURCES	ASSESSMENT STRATEGIES
1. The teacher can begin a discussion on a public figure of the current times pointing out his/her characteristics then getting class concurrence on how the person refined his/her characteristics. Then the teacher can put a discussion question on the board such as: John is a ninth grade student with above average ability, average height, quiet and lives far enough from school that he has to take a bus. He wants to study to be a Dental Technician. What are some experiences he can plan to help him develop characteristics to achieve his goals? Put the class in groups of five allowing six minutes for each group to develop a list of experiences John can plan on. Each group will then report to the teacher and the teacher will record on the board. The class will then attempt consensus on a plan for John.	.Career Education Book and La Mesa Project .Occupational Outlook Handbook .Value Clarification .Career Planning Folder .Filmstrip series by Society and Mankind .Counselor .Psychologist	Each student will participate in the activity by expressing what he/she thinks are possible experiences.
1. The teacher and/or counselor can consider talking with the students on "what is a personality" making sure to list the factors on the chalkboard or overhead projector. Then have each student prepare his/her own personality profile (the teacher might want to check the Career Planning	.Career Planning Folder .Guidance Association Filmstrip ."Your Personality: The You Others Know" .Coronet films "Acting with Maturity" .Counselor .School Psychologist .Peer Counselors .Materials in the Career Resource Cn.	Each student will finish his/her personality profile and/or complete relevant sections in his/her Career Planning Folder.

COMPONENT 1.0 CAREER PLANNING AND DECISION MAKING GRADE LEVEL 9-12

MAJOR OBJECTIVE 1.2 THE UNDERSTANDING, ACCEPTANCE AND DEVELOPMENT OF SELF IS A LIFE LONG PROCESS AND IS CONSTANTLY CHANGED AND INFLUENCED BY LIFE EXPERIENCES.

CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
1.2.3 (cont'd)		
1.2.4 Formulate a plan and employ action to enhance one identified self characteristic.	Guidance Soc. Stds.	.Some self characteristics can be changed through planning and monitoring self behavior.

SUGGESTED LEARNING ACTIVITY	RESOURCES	ASSESSMENT STRATEGIES
1. (cont'd) Folder System for a potential resource). The personality profile might want to include: abilities, interests, values, skills, personal preferences, personality type, aptitudes (skills), strengths/weaknesses. After the profile is complete, ask the student to identify one or more self characteristics he/she might like to change.		
1. The teacher or counselor needs to put a planning format on the board then allow time to meet individually with each student who would like assistance. The planning format might be as follows: 1. Characteristics I want to change 2. Different ways the characteristics can be changed. 3. The way(s) I will use to change my characteristics: 4. Task-Timeline a) Task I will do. Date to be completed. b) Task/Date c) Task/Date, etc. 5. Evaluation: I will have changed when the following behavior occurs.	.A small notebook or note pad	The student shall complete a plan to modify (one) self characteristic and will monitor his/her own behavior in the process of change.

COMPONENT 1.0 CAREER PLANNING AND DECISION MAKING GRADE LEVEL 9-12

MAJOR OBJECTIVE 1.3 ENVIRONMENT AND INDIVIDUAL POTENTIAL INTERACT TO INFLUENCE CAREER DEVELOPMENT

CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
1.3.1 Identify personal characteristics and environmental conditions that might limit career decisions.	Soc. Stds. Science Home Ec. Ind. Ed. Business Guidance	.Some occupations require specific physical and/or mental characteristics and some occupations are unique to specific environmental conditions.
1.3.2 Describe how social institutions and organizations maintain and generate careers.	Soc. Stds.	.Information concerning duties, work conditions, work characteristics, rewards, employment outlook, preparation requirements, etc. for a number of occupations typically associated with a particular institution, industry or organization. Historical development of certain types of operational and management positions. Trace historical trend toward development of increasingly specialized jobs.

SUGGESTED LEARNING ACTIVITY	RESOURCES	ASSESSMENT STRATEGIES
1. The teacher/counselor needs to have each student list down on paper his/her felt and/or realistic personal characteristics: .Academic ability .Physical characteristics .Relationship skills .Ability to change .An environment conditions/locations he/she cannot work at. With this data visible the class can be scheduled to the Career Resource Center for a class period to locate potential occupations he/she might be able to do. These should be recorded in his/her Career Planning Folder.	.Occupational Outlook Handbook Career Center, Counselor's Office, School and Public Library ."Decisions, Decisions," Newbauer, Los Angeles ."Future Shock," Distributed by McGraw Hill Co. ."The Game," McGraw-Hill Co., distributors .Life Career Game, Wester Publishing Co. .Education for a Changing World of Work, U.S. Gov't. Printing Office (OE 80022) .SRA Occupational Exploration Kit .CVIS .DOT .Career Planning Folder	Each student will list his personal characteristics and working conditions and/or environment he/she feels might be limiting factors in career planning.
1. Have students examine labor force trends for the last decade and relate how these trends might affect his/her own career decisions. 2. Given a list of occupations, have the students identify different businesses, industries, and other organizations where these occupations might be found. 3. Given a list of occupations, have the students indicate which ones	.Guest speakers .Field trip .District Community Resource Handbook .Newspapers .Any written or audio-visual materials pertaining to organizations and/or social institutions.	Each student will match selected new careers with appropriate institutions and organizations.

COMPONENT 1.0 CAREER PLANNING AND DECISION MAKING GRADE LEVEL 9-12

MAJOR OBJECTIVE 1.3 ENVIRONMENT AND INDIVIDUAL POTENTIAL INTERACT TO INFLUENCE CAREER DEVELOPMENT

CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
1.3.2 (cont'd)		
1.3.3 Describe the relationship between roles and their settings.	Soc. Stds. Health Guidance English Business	.Environments cause and/or enhance roles and roles cause and/or enhance environments

SUGGESTED LEARNING ACTIVITY	RESOURCES	ASSESSMENT STRATEGIES
3. (cont'd) could be associated with a specific industry (e.g., aerospace, medicine, retail business, etc.) 4. The teacher might want to have students to discuss a typical or mythical large American Company, such as ARCO, IBM, or McDonnel Douglas. Emphasis should be placed on how they maintain positions and how they generate new occupations. This activity can be greatly enhanced by guest speakers and/or field trips to the firm being studied. A similar approach can be undertaken for social institutions such as Community Mental Health, Education, or Unions.		
1. The teacher/counselor starts the discussion by asking students to decide the role of the learner in the high school setting, followed by or included in how does this vary from the learner role in junior high school or from the learner role in the college setting. From this, divide the class in small groups assigning each group a different role to discuss, e.g., family member, friend,worker, a team member. When ample time has elapsed (5 to 10 Minutes), each group will present and defend their position.	.Group Facilitator Handbook .Joining Together .Values Clarification .Guest speakers	Each student will complete a paragraph on the title "My Roles in My Environments" (This should be filed in his/her Career Planning Folder) .

COMPONENT 1.0 CAREER PLANNING AND DECISION MAKING GRADE LEVEL 9-12

MAJOR OBJECTIVE 1.3 ENVIRONMENT AND INDIVIDUAL POTENTIAL INTERACT TO INFLUENCE CAREER DEVELOPMENT

	CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
1.3.3	(cont'd)		
1.3.4	Demonstrate an understanding of the skills needed to evaluate self in relationship to environment.	Soc. Stds. Guidance Business	Values clarification, feel success, contribute, feel appreciated, meets needs, observation, relationship.

SUGGESTED LEARNING ACTIVITY	RESOURCES	ASSESSMENT STRATEGIES
1. (cont'd) The teacher might want to follow these activities by asking, "How do we change our roles?" -or- "Do we ever change our roles?"		
1. The teacher or counselor can have students list four possible outcomes of being prepared for a variety of jobs. 2. The teacher or counselor can have students list examples of characteristics that might be used to cluster occupations(e.g., skills needed, education needed, location of work, product worked with). 3. The teacher or counselor can have student describe his own background, interests, abilities and goals, and suggest appropriate education and training activities for himself. 4. The teacher or counselor can have students research various occupations of interest, terminating with a simulation and comparison of self interests and abilities to what the occupation offers and demands. 5. The teacher might want to ask the counselor to conduct a class activity on self assessment strategies. The counselor can use group discussion methods to have each student gain knowledge on his/her characteristics.	.Group Leadership: A Handbook for Group Leaders .Reaching Out .Self Assessment materials in Career Resource Center ."Tell It Like It Is" .DECISIONS AND OUTCOMES	Each student will express knowledge of how to evaluate him/her self in different environments.

COMPONENT 1.0 CAREER PLANNING AND DECISION MAKING GRADE LEVEL 9-12

MAJOR OBJECTIVE 1.3 ENVIRONMENT AND INDIVIDUAL POTENTIAL INTERACT TO INFLUENCE CAREER DEVELOPMENT

CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
1.3.5 Demonstrate an understanding of how his/her personal characteristics and desired environmental conditions might limit career options.	Soc. Stds. Guidance	.Personal qualifications and desired working conditions limit career options.
1.3.6 Identify a variety of occupations where he/she might be successful.	Soc. Stds. Guidance	.Given the set of personal characteristics and desired working conditions, there are a variety of occupations available.

SUGGESTED LEARNING ACTIVITY	RESOURCES	ASSESSMENT STRATEGIES
1. The teacher or counselor can have students identify a possible occupational goal and then identify alternative plans for reaching that goal, rank ordering the alternatives, and giving reasons for their ranking. 2. The teacher and/or counselor can have students discuss and compare the external factors which might influence their career decisions. 3. The teacher can schedule the class in the Career Resource Center and request the appropriate guidance personnel to be available to assist. Students will have their Career Planning Folder available. In a large group, they will be instructed to complete the appropriate sections of their folder..	.SRA OEK .CVIS .COPS .GATB .CAPS .Career Planning Folder .Career Resource Center Materials .Myers-Briggs Personality Type Inven. .Super's Work Value Scale	Each student will complete the appropriate sections of his/her Career Planning Folder.
1. Have students name at least three occupations in a given cluster. 2. Given a cluster, have students identify the similarities among jobs in the cluster in terms of kind of work and education and training entry requirements. 3. The teacher and/or counselor will have the students complete the appropriate sections of his/her career planning folder during scheduled time in the Career Resource Center.	.SRA OEK .CVIS .Career Planning Folder .DECISIONS AND OUTCOMES .Chronicle VIEW Deck .Materials available in the Career Resource Center .Career Resource Center Technician and/or Career Counselor	Each student will match his/her characteristics with 3 potential occupations.

COMPONENT 1.0 CAREER PLANNING AND DECISION MAKING GRADE LEVEL 9-12

MAJOR OBJECTIVE 1.3 ENVIRONMENT AND INDIVIDUAL POTENTIAL INTERACT TO INFLUENCE CAREER DEVELOPMENT.

CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
1.3.7 Identify resources (people, organizations, businesses, materials) which might aid in the development and implementation of his/her career options.	Soc. Stds. Guidance Business English	.There is a variety of resources available to assist in the development and implementation of career plans of: People: Teachers, counselors, parents, friends, relations Organizations: Employment offices, schools Businesses: On-the-job training Materials: Printed/audiovisual/assessment instruments.
1.3.8 Identify how family, school, peer groups, church community and work experience have influenced his/her development.	Soc. Stds. Guidance	.Experiences and environments influence the development of values, interests and aptitudes.

SUGGESTED LEARNING ACTIVITY	RESOURCES	ASSESSMENT STRATEGIES
1. Using a job catalog, have students list the similarities and differences between two occupations within a cluster (e.g., as to educational requirements, working conditions, nature of work, employment outlook, places of employment). 2. Given a specific career option, have students describe and locate two sources of information about that option. 3. Have students identify three places where they might find sources of information about specific career options. 4. The teacher and/or counselor will have each student complete his/her post high school career plans and have each student clearly delineate where he can find resources to help and/or implement his/her career options. These will be recorded in his/her Career Planning Folder.	.Career Planning Folder .Materials and personnel in the Career Resource Center .Counselors .Youth Employment Counselors .Work Experience Coordinator	Each student will record resources he/she has identified to assist him/her career options.
1. The teacher can ask the counselor and/or school psychologist to conduct a one or two hour activity with the students on influencers in development. They might choose to use a small group approach using group catalysts such as Birth Order, Early Experience and/or Druthers. This	.Group Leadership: A Handbook for Group Leaders .Group Facilitator Handbooks .Human Potential Exercises .Value Clarification	Each student will describe how his/her present state of development has been influenced by past experiences and environments.

COMPONENT 1.0 CAREER PLANNING AND DECISION MAKING GRADE LEVEL 9-12

MAJOR OBJECTIVE 1.3 ENVIRONMENT AND INDIVIDUAL POTENTIAL INTERACT TO INFLUENCE CAREER DEVELOPMENT

CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
1.3.8 (cont'd)		
1.3.9 Formulate a tentative career plan and employ action to carry through the plan that demonstrates assessment of self and desired environment and utilizing available resources.	Guidance	.Post-high school plans.

SUGGESTED LEARNING ACTIVITY	RESOURCES	ASSESSMENT STRATEGIES
1. (cont'd) needs to be followed by a discussion on the origins of interests, aptitudes and values and how they are assimilated into a developmental pattern.		
1. The counselor and/or teacher advisor needs to schedule all students to the Career Resource Center to complete their Career Planning Folder. When the post-high school plans are complete, it is very important that an individual conference be scheduled to validate and appreciate the student's future goals. If time and resources are available, it is further recommended that each student schedule an appointment with his/her counselor and his/her parents to review and validate his/her potential career plans.	.Career Planning Folder .Materials in the Career Resource Center .Counselor(s) .Career Resource Center Technician	Each student will complete his/her Career Planning Folder.

COMPONENT 1.0 CAREER PLANNING AND DECISION MAKING GRADE LEVEL 9-12

MAJOR OBJECTIVE 1.4 INDIVIDUALS MUST BE ADAPTABLE IN A CHANGING SOCIETY.

CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
1.4.1 Identify present employment trends, work roles, and job mobility patterns.	Soc. Stds. Home Ec. Business Ind. Art Guidance	Knowledge of sources of employment trends, work roles and job mobility patterns.

SUGGESTED LEARNING ACTIVITY	RESOURCES	ASSESSMENT STRATEGIES
1. Student could study the impact of anti-pollution campaigns on the "World of Work." (The same might be implied to the work of conservationists. 2. Have students give an example of how a person can deliberately modify his personal characteristics in order to facilitate attaining a desired goal (e.g., spend extra time studying math in order to eventually become a research scientist). 3. Have students interview three workers to determine the number of jobs which have been held by each and the reasons for the job changes. 4. Have students compare and contrast the relative numbers of people now and ten years ago who are pursuing higher education, vocational training and work upon graduating from high school. 5. Have students compare and contrast the kind of education and/or training people might seek and receive at at ages 10, 20, 35, 50, and 65. 6. Take a field trip to a local industry noting how technology has affected that particular operation both in machinery and use of personnel. 7. Invite guest speakers who: (1) Have gone into occupations created by recent technological changes, (2) Have had to re-train because of technological changes or emphasis.	.Friends, Relatives, Community, La-Mesa Study Career Ed. Bk. .Materials in Career Resource Center .Career Resource Center-Technician ."The Challange of Change," Bell Telephone distributors .DOT .Occupational Outlook Handbook ."Talking Tomorrow," Bell Telephone distributors .Career Planning Folder	Evaluation: Each student will identify sources where he/she can locate occupational information and assistance.

COMPONENT 1.0 CAREER PLANNING AND DECISION MAKING GRADE LEVEL 9-12

MAJOR OBJECTIVE 1.4 INDIVIDUALS MUST BE ADAPTABLE IN A CHANGING SOCIETY.

CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
1.4.1 (cont'd)		
1.4.2 Summarize self-characteristics and how they might match with the present job market.	Soc. Stds. Home Ec. Business Ind. Arts Guidance	Matching self characteristics with potential occupations.
1.4.3 Explain how he can change his personal characteristics to comply with job advancement in career choice.	Soc. Stds. Business Ind. Arts English Guidance	.New behaviors and/or skills can be acquired to enhance job advancement opportunities. .On the job training .Community College/College/Adult School/Correspondence School .Related Hobbies .Volunteer Work

SUGGESTED LEARNING ACTIVITY	RESOURCES	ASSESSMENT STRATEGIES
(cont'd) 8. Have students compile a list of present jobs which might be endangered by automation. 9. Locate guest speakers in occupations created by recent technological change, i.e., computer technologist, biochemist, employment office worker, etc.		
1. The teacher can schedule the class to use the Career Resource Center. The students will be instructed by the teacher and/or Career Counselor and/or CRC Technician on the tasks of working on his/her Career Planning Folder. While the class is working, the teacher a/o counselor a/o Technician need to be present to answer questions, get materials, and to facilitate the process.	.Career Planning Folder .Career Resource Center Materials .Decisions and Outcomes .Unit on Career Planning .Career Counselor .Career Resource Center Technician .SRA OEK .Chronicle Guidance VIEW System .CVIS	Each student will complete the appropriate section in his/her Career Planning Folder.
1. After each student has identified a potential entry level occupation, he will then complete a potential career ladder by listing jobs in an upward a/o horizontal mode that the entry level occupation might lead to. He will then identify possible sources/means of help in acquiring new behaviors. The intent is for the student	.Career Planning Folder .DECISIONS & OUTCOMES .Unit on Career Planning .Filmstrip series by Guidance Assoc. on "Working" .Career Resource Center Materials .D.O.T. .Occupational Outlook Handbook .VIEW	Each student will complete a list of ways he/she can change a/o acquire behaviors to advance in employment.

COMPONENT 1.0 CAREER PLANNING AND DECISION MAKING GRADE LEVEL 9-12

MAJOR OBJECTIVE 1.4. INDIVIDUALS MUST BE ADAPTABLE IN A CHANGING SOCIETY.

CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
1.4.3 (cont'd)		
1.4.4 Express how his/her present aptitudes, interests, and attitudes are affected by local, state and national societal changes.	Soc. Stds. Ind. Ed. Business English Guidance	.Knowledge of how society influences our development.
1.4.5 Develop a career plan that will match his/her characteristics and that includes potential job advancement or occupational shift to allow for futuristic employment trends.	Guidance Soc. Stds.	.Completion of a career plan

SUGGESTED LEARNING ACTIVITY	RESOURCES	ASSESSMENT STRATEGIES
1. (cont'd) to gain knowledge of means for advancement. After the list is complete, he/she should meet with his/her counselor/teacher/other to validate the possibilities. On completion, the form should be filed in his/her Career Planning Folder.		
1. Through a group discussion, the teacher can have students compare the amounts of leisure time available (a) now, (b) when the student's parents were young, (c) when their grandparents were young. 2. The teacher might choose to conduct a panel discussion including the following topics: How has technology and population growth increased the availability of leisure time? How could a four-day work week be related to an increase in leisure time? What are some of the attitudes society needs to develop in order to cope with increased leisure time? 3. Students might be assigned to contrast and compare the make-up of the U.S. Labor Market for the years 1950 and 1970.	.Friends, Relatives Community, La Mesa Study Career Ed. Bk. .Materials in Career Resource Center .Career Resource Center Technician ."The Callenge of Change," Bell Tele. Distributors .DOT .Occupational Outlook Handbook ."Talking Tomorrow, "Bell Tele. Dis. .Career Planning Folder	Each student will identify how his/her present self-characteristics have been affected by societal changes: Interests, attitudes aptitudes.
1. As a class requirement, the teacher might require each student complete his/her Career Planning Folder. 2. The counselor might have each student complete his/her Career Planning Folder prior to registration during	.Career Planning Folder .Career Resource Center Materials and Personnel	Each student shall complete his/her Career Planning Folder.

COMPONENT 1.0 CAREER PLANNING AND DECISION MAKING GRADE LEVEL 9-12

MAJOR OBJECTIVE 1.4 INDIVIDUALS MUST BE ADAPTABLE IN A CHANGING SOCIETY.

CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
1.4.5 (cont'd)		

SUGGESTED LEARNING ACTIVITY	RESOURCES	ASSESSMENT STRATEGIES
2. (cont'd) his/her first/second semester of his/her junior/senior year. 3. The counselor and/or teacher might choose to facilitate a unit on Career Decision Making in which each student would in fact, assess his/her characteristics, match these with potential occupations, choose an occupation and complete a Career Study using the occupation as the entry level job.		

COMPONENT 1.0 CAREER PLANNING & DECISION MAKING GRADE LEVEL 9-12

MAJOR OBJECTIVE 1.5 CAREER PLANNING SHOULD BE A PRIVILEGE AND RESPONSIBILITY OF THE INDIVIDUAL.

CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
1.5.1 Demonstrate awareness that career life decisions include planned goals.	I.A. Home Econ. Soc. Stds. Business	.Blooms Taxonomy: Cognitive Domain. Level of knowledge student should have knowledge of ways and means dealing with career decisions including planned goals.
	Soc. Stds. English I.A. Business Guidance	.All decisions are based on personal goals (wants/needs/values)

SUGGESTED LEARNING ACTIVITY	RESOURCES	ASSESSMENT STRATEGIES
1. The teacher might conduct a class discussion and include the following identification problems: .Explain how what you do in school now can help you attain leisure goals (e.g. learn specifice leisure activities). .Explain how what you do in school now can help you attain occupational goals (e.g., explore skills necessary for specific occupations). .Explain how what you do in school now can help you attain social goals (e.g., learn about individual responsibilities and the means to exercise them). .Explain how what you do in school now can help you attain education and/or training goals (e.g., develop a good foundation of skills, etc.) .The teacher can have students identify five different kinds of prerequisites for attaining a given goal (e.g., materials and resources, time, skills, special assistance or guidance, facilities, administrative (or legal procedures, etc.) .Or the teacher might have students select a goal which they might want to attain in school within the next two years and outline the steps they will have to take to attain that goal (e.g., to join the drama club--participate in school plays, learn how to apply make-up and design costumes, etc.) .From a list of possible occupational goals, have students select two and, for each, describe the means by which a person would attain each goal.	.Educational and Vocational Decisions - La Mesa-Spring Valley School District .Dare, Beatrice, F. and Edward J. Wolfe. Accent/The World of Work and Personality Series. Follett Educational Corporation (Chicago, Illinois: 1967). .Beeler, A. J., Director. Occupational Work Experience. Division of Curriculum, Louisville Public Schools (Louisville, Kentucky: 1969). .Campbell, Wayne and others. Work-Study Handbook For Educable Mentally Retarded Minors Enrolled In High School Programs in California Public Schools. California State Department of Education, Wilson Riles (Sacramento, California: 1971). .Moynihan, Paul and Jane and Giles A. Deager. You and Your Job. Booklets A-E. J. G. Ferguson Publishing Company (Chicago, Illinois: 1969). .Turner, Richard, H. Turner Career Guidance Series 1-6. Follette Publishing Company (Chicago, Illinois: 1967). .Work Experience Education: A Handbook for California Secondary Schools. California State Department of Education, Wilson Riles (Sacramento, California: 1972). ."What You Should Know Before You Go to Work," Guidance Associates ."Decisions for Discussion," Modern Film Rentals ."Decisions, Decisions," Newbauer, Los Angeles ."Acting with Maturity," Modern Film Rentals	Each student will identify 1 or more of his present personal goals.

COMPONENT 1.0 CAREER PLANNING & DECISION MAKING GRADE LEVEL 9-12

MAJOR OBJECTIVE 1.5 CAREER PLANNING SHOULD BE A PRIVILEGE AND RESPONSIBILITY OF THE INDIVIDUAL.

CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
1.5.1 (cont.)		
1.5.2 List the components of career planning.	Soc. Stds. Guidance I.A. Business English	.Set .Personal goals .Self Characteristics .Information gathering on and about alternatives .Commitment to one or more alternatives .Identifying tasks to be completed .Evaluating successes and failures.

SUGGESTED LEARNING ACTIVITY	RESOURCES	ASSESSMENT STRATEGIES
(cont.) .Have students name a specific goal which they have attained (e.g., finishing an assignment on time) and have them describe the prerequisites which had to be met in attaining that goal (e.g., collecting the necessary materials, finding a place to work, etc.) .In a group discussion, have students relate two instances in which they failed to make decisions and have them relate what happened as a result.		
See 1.5.1 1. This is an opportunity to schedule the class to visit the Career Resource Center. The teacher can or have the Counselor or CRC Technician describe the career planning components. The students will have their Career Planning Folder available and fill out appropriate sections. While in the CRC students should be allowed to explore what is available. A second alternative can be to request the Career Counselor to instruct the class on the Career Planning Process using materials he/she feels important.	.Career Planning Folder .SAAS .Choice or Chance .DECISIONS and Outcomes .CVIS .Career Resource Center Technician and materials .Career Counselor .Youth Employment Counselor .Guest speakers .Career Decision making unit by E. Fillmore at Westminster High School	Each student will identify the components of the Career planning process.

COMPONENT 1.0 CAREER PLANNING & DECISION MAKING GRADE LEVEL 9-12

MAJOR OBJECTIVE 1.5 CAREER PLANNING SHOULD BE A PRIVILEGE AND RESPONSIBILITY OF THE INDIVIDUAL.

	CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
1.5.3	Identify sources of career information and career exploration.	Soc. Stds. English I.A. Business Guidance	.Career Resource Center .Local organizations, e.g., employment offices, community colleges, colleges, etc. .Persons, e.g , parents, workers, friends, teachers, counselors, work experience coordinators. .Educational institutions, e.g., high school, colleges R.O.P., private schools, etc.
1.5.4	Identify and clarify work, education, leisure and personal goals.	Soc. Stds. Guidance English I.A. Business	.Identify my personal values and therefore clarifying goals.

SUGGESTED LEARNING ACTIVITY	RESOURCES	ASSESSMENT STRATEGIES
1. The teacher a/o counselor might want students to complete the form below on sources of information and exploration. Divide the class into groups according to Career cluster interest: Each group will then brainstorm for 6 minutes sources they have delineated. Each recorder will then read the list to the class. The teacher a/o counselor should then collect the papers, make a master set and prepare a copy for each student. 2. SOURCES FOR CAREER INFORMATION and EXPLORATION 1. Career Resource Centers 2. Significant Persons 3. Organizations 4. Business and Industries 5. Places to do Volunteer work 6. Other	.Career Resource Center materials .Work Experience Coordinator .District Community Resource Handbook .Newspapers .CVIS .VIEW .Career Resource Center Technician .Counselor .Request speakers from (local business' service clubs, parents, employment offices	Each student will identify sources he/she can use in career preparation.
1. The teacher a/o counselor can consider having students complete the form below and then using the results complete the appropriate sections in their Career Planning Folder. Please complete the following . The results will help you in planning your future. The sentences are designed to help you to identify and to clarify your goals. There is no right or wrong answers. Take your time. If you have questions, raise your hand and I will come to you. Leisure Goals I want to be good at_____ I want to learn to_____ I want to belong to_____		

COMPONENT 1.0 CAREER PLANNING & DECISION MAKING GRADE LEVEL 9-12

MAJOR OBJECTIVE 1.5 CAREER PLANNING SHOULD BE A PRIVILEGE AND RESPONSIBILITY OF THE INDIVIDUAL.

CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
1.5.4 (cont.)		
1.5.5 Identify future career options and entry requirements for employment.	Soc Stds. Guidance English I.A. Business	.Occupational information seeking skills.

SUGGESTED LEARNING ACTIVITY	RESOURCES	ASSESSMENT STRATEGIES
(cont.) Educational Goals I want to learn_____ I want to complete_____ Given the Opportunity I will learn_____ Personal Goals I want to_____ I plan to_____ I value people who_____ Occupational Goals I would like to get work as_____ _____ I want a career in_____	See also 1.5.1 .Career Planning Folder .Career Resource Center materials .DECISIONS and OUTCOMES .SAAS .Life Career Planning Unit .Counselor(s) .Career Resource Center Technician .Work Experience Coordinator ."Self Picture Checklist"	Each student will complete the appropriate sections in his/her Career Planning Folder.
1. The teacher can identify occupations associated with his/her class. After instructing students to choose 1 or more, have them schedule time in the Career Resource Center and complete an occupational brief including the following categories. 1. Description of the work performed. 2. National Employment Trends 3. Local Employment opportunities 4. Entry requirements 5. Local potential employers. The papers will be collected and filed in his/her Career Planning Folder.	.Career Planning Folder .VIEW .DOT .Occupational Outlook Handbook .Occupational Briefs .CVIS	Each student will demonstrate occupational information seeking skills.

COMPONENT 1.0 CAREER PLANNING & DECISION MAKING GRADE LEVEL 9-12

MAJOR OBJECTIVE 1.5 CAREER PLANNING SHOULD BE A PRIVILEGE AND RESPONSIBILITY OF THE INDIVIDUAL.

	CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
1.5.6	Express self-characteristics that will facilitate career planning.	Soc. Stds. Guidance English I.A. Business Home Econ.	.Knowledge of self characteristics .Interests .Aptitudes .Values .Personality Type
1.5.7	Select a course(s) of study that enhances his/her career goal(s).	Guidance Teacher/ Advisor	.Using self knowledge and matching career alternatives, each student should enroll in courses that will enhance his/her Career goals.
1.5.8	Demonstrate the decision making process.	Soc. Stds. Guidance	.Can utilize self knowledge, and alternatives in making decisions.

SUGGESTED LEARNING ACTIVITY	RESOURCES	ASSESSMENT STRATEGIES
1. The teacher a/o counselor will want to schedule the students to the Career Resource Center. In a planned sequence of events each student should complete his/her self assessment and enter these in his/her Career Planning Folder. The self characteristics should be used in identifying appropriate and/or matching occupations.	.Super's Work Values Inventory .COPS (Interests) .CAPS (Aptitudes) .Myers-Briggs Personality Type Indicator .School records .Career Planning Folder.	Each student will complete the appropriate section on self characteristics in his/her Career Planning Folder.
1. The counselor or teacher advisor might want the students to have completed a major portion of their Career Planning Folder and to use their results (entries) in selecting courses that will help them acquire desired skills for entry into the career(s) of their choice.	.Career Planning Folder .High School Student Handbook .Community College Catalogue	Each student will prepare an educational program that utilizes his self-characteristics and matches his/her career goals.
1. The teacher might utilize the counselor(s) by having him/her to conduct a unit on making decisions. The teacher can utilize materials in instructing students how to make decisions; a good resource is Decisions and Outcomes.	.Decisions and Outcomes ."Career Decision Making" Unit by E. Fillmore, Westminster High School. .Life Career Planning curriculum Guide by Gary Walz. .Life Career Games .Careers (Game) .CVIS .Career Planning Folder .Group Facilitator Handbooks .Value Clarification	Each student will identify and utilize the components of decision making.

RESOURCES

GRADE LEVEL 9-12 1.0 CAREER PLANNING AND DECISION MAKING

BOOKS

A Person Is Many Wonderful, Strange Things
Pennant Educational Materials

Arco Career Books
Over 200 Civil Service Test Books
Arco Publishing Co, Inc.

Art Career Guide
Donald Holden
Watson-Guphill Publications
1973

Barron's In Depth Guide to the Ivy League Schools
Barron's Educational Series

Career Choice and Career Preparation
Interstate Printers & Publishers Inc.
1970

Career Education Program Vol II
Houghton Mifflin

Career Education Survival Manual
Lakeshore Curriculum Materials Co.

Career Exploration and Planning
Houghton Mifflin

Careers and Opportunities in Series
E. P. Dutton & Co., Inc.

Careers: Exploration and Decision
Prentice Hall Inc.
1974

Careers for the 70's Series
Career Choices for the 70's
Conservation
Dance
Journalism
Crowell-Collier Press

Careers for Tomorrow
Complete series of books
J. Weston Walch

Catalog of Participating Colleges
Project Ahead
U. S. Government Printing Office

Clarifying Values Through Subject Matter
Adirondack Mt. Humanistic Education Center
1973

Clarifying Values Through Subject Matter
Applications for the Classroom
Pennant Educational Materials

Communications and Media
Choosing Your Career
1974

Community College of the Air Force
U. S. Government Printing Office

RESOURCES

GRADE LEVEL 9-12 1.0 CAREER PLANNING AND DECISION MAKING (page 2)

BOOKS (con't)

Composition for Personal Growth: Values Clarification Through Writing
Pennant Educational Materials

Comprehensive Career Education System, Curriculum Development Model K through 12
Learning Activities in all subject areas
Educational Properties

Construction: Choosing Your Career
Choosing Your Career
1974

Deciding
College Entrance Examination Board
1973

Decisions and Outcomes
College Entrance Examination Board
1973

Environmental Control
Choosing Your Career
1974

Financial Aids for Students Entering College
Wm C. Brown

Financial Information National Directory - Health Careers
American Medical Association

Fuzzies, A Folk Fable for All Ages
Argus Communications
1971

Getting into Broadcast Journalism
Hawthorn Books, Inc.
1974

Guidance Series Booklets
Science Research Associates

Guide to Four Year College Majors
Chronicle Guidance

Guide to Securing Collegiate Financial Aid
Youth Opportunities Foundation

Guide to Two Year College Majors and Careers
Chronicle Guidance Publications Inc.

Health Careers Guidebook
U. S. Government Printing Office

Help Yourself
Argus Communications

How and Where to Get Scholarships and Loans
Regents Publishing Co., Inc.

How to Find and Apply for a Job
Scott, Foresman and Company

I Am Loveable and Capable
Argus Communications

RESOURCES

GRADE LEVEL 9-12 1.0 CAREER PLANNING AND DECISION MAKING (page 3)

BOOKS (con't)

If You Don't Know Where You're Going,
You'll Probably End Up Somewhere Else
(How Can I Make the Most of My Life?)
Argus Communications

Jobs in Agriculture
Lothrop, Lee and Shepard
1974

Looking Forward to College
The Equitable Life Assurance Society
of the United States

Lovejoy's College Guide
Simon & Schuster

Lovejoy's Prep School Guide
Harper & Rowe Publishers Inc.

Lovejoy's Scholarship Guide
Simon and Schuster, Inc.

Making Value Judgements: Decisions
for Today
Charles E. Merrill Publishing Co.
1972

Medical Schools Admission Requirements
USA and Canada
Association of American Medical Colleges

Meeting Yourself Halfway
Argus Communications

National Merit Scholarship Qualifying Test - Practice
Book for the
College Entrance Book Co.

Navy Training/Civilian Careers
Navy Recruiting Command

Need a Lift
The American Legion Education & Scholarship Program

Occupations - Armed Forces Vocational Testing Group
Military-Civilian Occupational Source Book
U. S. Government Printing Office

Self Actualization
Valett
Practical Designs for Creative Living
Argus Communications

Self Awareness Through Group Dynamics - Dimensions
of Personality
Reichert
Pflaum/Standard

Student Aid Annual
Chronicle Guidance Publication, Inc.

Student's Guide to the Two Year College
Prentice-Hall Inc.

RESOURCES

GRADE LEVEL 9-12 1.0 CAREER PLANNING AND DECISION MAKING (page 4)

BOOKS (con't)

The Authentic Person
Dealing with Dilemma
Argus Communications

The Dynamics of Group Discussion
Arlin
Argus Communications

The Job Box - Pacemaker Vocational Resource
Module (70 eight-page booklets)
Fearon Publishers
1974

Values Clarification" A Handbook of Practical
Strategies for Teachers and Students
Simon, Howe, Kirshenbaum
Pennant Educational Materials

Valuing in the Family: A Workshop for Parents
Brayer, Cleary
Pennant Educational Materials

VGM Series
33 books on vocational guidance
Vocational Guidance Manuals

Why Am I Afraid to Tell You Who I Am?
Powell
Argus Communications

Winners and Losers
Harris
Argus Communications

World of Work: Readings in Interpersonal Relationships
McGraw-Hill

CASSETTE TAPES

Effective Communications
Schrank
Argus Communications

Exploring the World of Work
H. Wilson Corporation

Interpersonal Communication
Schrank
Argus Communications

Making Sense of Our Lifes - Values Cassettes
Harmin
Argus Communications

FILMS

A City Awakens
Churchill Films

RESOURCES

GRADE LEVEL 9-12 1.0 CAREER PLANNING AND DECISION MAKING (page 5)

FILMS (con't)

Applying for a Job
Careers in the Office Series
Encyclopedia Britannica Educational Corp.

Career Orientation
Aptitudes and Occupations
Coronet Instructional Media

Choosing Changes
Agency for Instructional Television

Planning Ahead: The Racer
Agency for Instructional Televison

Why Work?
Houghton Mifflin

FILM LOOPS

Find Yourself, Then Your Job
Doubleday Multimedia

FILMSTRIPS

A Better You Series
McGraw Hill Book Co.

Career Directions: High School as Tryout
Guidance Associates

Career Education Clusters
Westinghouse Learning Corp.

Career Values: What Really Matters to You?
Guidance Associates

Careers and Lifestyles
Guidance Associates

Choosing a Vocation
Lakeshore Curriculum Materials

Consumerland: How High the Mountain
Do "Things" Really Make Us Happy
Argus Publications

Crossroads: Home Economics and the Working World
Schloat Publications
1975

Faces of Man
Speaks in Expressions, Looks and Smiles
Argus Communications

Feelings and Thoughts
How Do You Make Decisions?
Argus Communications

Friendly and Hostile
Understanding Inner Space
Argus Communications

Fuzzies
A Story About the Shortage Frenzy
Argus Communications

RESOURCES

GRADE LEVEL 9-12 1.0 CAREER PLANNING AND DECISION MAKING (page 6)

FILMSTRIPS (con't)

Getting Along on the Job
Instructional Systems Division

It's Your Future
Eye Gate

Job Attitudes Program
Lakeshore Curriculum Materials

Let's Get Organized!
Discovering Your Potential
Argus Communications

Lifestyle 2000: An Inquiry Into the Future
Inquiry Audio Visuals

Lifestyles
Schloat Productions

Livelyhoods - Careers for Your Lifestyles
Houghton Mifflin Co.
1974

Making the Most of Your Talents
Guidance Associates
1975

Man the Man
Argus Communications

Occupation, Career Choices, Technical Interests
Filmstrip of the Filmstrip Month Club
Filmstrip of the Month Club

People Who Create Art
Guidance Associates
1972

People Who Influence Others
Guidance Associates

People Who Make Things
Guidance Associates
1972

People Who Organize Facts
Guidance Associates
1972

People Who Work in Science
Guidance Associates
1972

Perception
Do You See What I See?
Argus Publications

Roles and Goals
Answers to Questions Like, "Who Am I?" and "What Am I"
Argus Communications

RESOURCES

GRADE LEVEL 9-12 1.0 CAREER PLANNING AND DECISION MAKING (page 7)

FILMSTRIPS (con't)

School Tests and Study Skills
Film Strip of the Month Club

Selecting a Vocation
Coronet

Strike It Rich!
What Does It Mean to Be Rich?
Argus Communications

Technology: Master or Slave?
Argus Communications

The Ialac Story
An Allegory on the Classical Put-Down
Argus Communications

The Wonder of It All
Argus Communications

Truth and Consequences
Argus Communications

Who Are You?
Guidance Associates
1973

You Have to Want Something
Discovering Our Resources and
Setting Goals
Argus Communications

GAMES AND SIMULATIONS

Billionaire Game
Lakeshore Curriculum Materials

Can of Squirms
Pennant Educational Materials

Careers Game
Parker Brothers Inc.
1971

Career Games
Educational Progress

Career Insights and Self Awareness Games
Hougton Mifflin

Consumer
Western Publishing Co., Inc.
1969

Cruel, Cruel World
Pennant Educational Materials

Generation Gap
Social Studies School Service
1969

Grow Power
Educational Activities, Inc.
1974

RESOURCES

GRADE LEVEL 9-12 1.0 CAREER PLANNING AND DECISION MAKING (page 8)

GAMES AND SIMULATIONS (con't)

King Oil Game
Lakeshore Curriculum Materials

Match Wits
Pennant Educational Materials

My Cup Runneth Over
Pennant Educational Materials

Steady Job Game
Lakeshore Curriculum Materials

Telephone Company Simulation Game
Lakeshore Curriculum Materials

Tell It Like It Is - The Ungame
Au-Vid Incorporated
1972

The Balanced Life in a Cruel Cruel World
Progressive Playthings, Inc
1971

The Employee Evaluation Game
Educational Resource Associates, Inc

The Five-Square Game
Educational Resource Associates, Inc.

The Group Empathy Game
Educational Resource Associates, Inc.

The Production Game
Educational Resource Associates, Inc.

Timao - A Value Game
Progressive Playthings, Inc.
1971

Trip Across the Moon
Educational Resource Associates, Inc.

Values Bingo
Pennant Educational Materials

MEDIA KITS

Applications and Forms Series
Interpretive Education

Career Directions
Changing Times Education Service

Career Information Kit
Science Research Associates

Career Lab: A Career Exploration Program
Westinghouse Learning Corp.

Career Planning Program
Houghton Mifflin

Deciding for Myself
Pennant Educational Materials

RESOURCES

GRADE LEVEL 9-12 1.0 CAREER PLANNING AND DECISION MAKING (page 9)

MEDIA KITS (con't)

Decision Making for Career Development
Science Research Associates
1975

Dimensions of Personality - Search for Values
Pflaum/Standard

Discovery: A Career Education Program
Scholastic Book Services

Keys - Career Exploration
Science Research Associates

Making Sense of Our Lives
Harmin
Argus Communications

The World of Work Series
Getting a Job
On the Job
Cross Vocational Skills
Educational Design Inc.

Valuing: Exploration and Discovery
Hall
Pennant Educational Materials

PRINTED MEDIA, NON-BOOK

All About Jobs
Lakeshore Curriculum Materials

American Vocational Journal
Current Issues

Career Development Program
Science Research Associates

Career Development Through English Experiences
Minnesota Department of Education
1974

Career Education Digest
Educational Properties Inc.

Career Education Starter Manual
Lakeshore Curriculum Materials

Career Exploratory Kit
Careers Inc.
1975

Career Posters
Jan - Del
1976

Career Times Planning Guide
Santa Ana Unified School District

Character Cards - Why Am I Afraid to Tell You Who I Am?
Argus Communications

Guidance Series Booklets
Science Research Associates

RESOURCES

GRADE LEVEL 9-12 1.0 CAREER PLANNING AND DECISION MAKING (page 10)

PRINTED MEDIA, NON-BOOK (con't)

Junior Guidance Series Booklets
Science Research Associates

Making Sense of Our Lives - Process Posters
Harmin
Argus Communications

Making Sense of Our Lives - Values Sheets
Harmin
Argus Communications

Mechanical Aptitude and Spatial Relations Tests
Lakeshore Curriculum Materials

Motivational Posters
Chronicle Guidance Publications, Inc.

Scholastic Aptitude Tests
Lakeshore Curriculum Materials

Work-Life
U. S. Department of Labor

STUDENT BOOKS

A Place to Stand
Denver Public Schools

Career Education Starter Kit
Educational Properties
1973

Career Guidance Needs Assessment Survey
Maryland State Department of Education

Career Planning: Search for a Future
Consulting Psychologists Press, Inc.
1975

Career World
Curriculum Innovations, Inc.
Periodical

Corner Your Career
D and E Publishing Co.
1973

Creativity: Blow Your Mind
Schrank
Pennant Educational Materials

Deciding
Deciding: A Leader's Guide
College Entrance Examination Board

Making Value Judgements: Decisions for Today
Pennant Educational Materials

Planning My Career
Finney Company
1976

The Art of Developing A Career
Human Resources Development Press
1974

RESOURCES

GRADE LEVEL 9-12 1.0 CAREER PLANNING AND DECISION MAKING (page 11)

STUDENT BOOKS (con't)

Up Your Career
Consulting Psychologists Press, Inc.
1975

SLIDES

Hard Choices: Strategies for Decision Making
Center for Humanities
1975

TESTS AND MEASUREMENTS

Agribusiness Achievement Test
Houghton Mifflin

Analysis of Personality Survey
Gardner
Pennant Educational Materials

Appraisal of Occupational Aptitudes
Houghton Mifflin

Assessment of Career Development
Houghton Mifflin

California Occupational Preference Survey
Edits/Educational & Industrial Testing Service

DAT Career Planning Programs
The Psychological Corporation

Flanagan Aptitude Classification Tests
Science Research Associates

How Well Do You Know Your Interests
Westinghouse Learning Corp.

JOB-O
Career Materials

Knowledge of Occupations Test
Westinghouse Learning Corp.

Kuder "E" General Interest Survey
Science Research Associates, Inc.
1970

Kuder Form DD Occupational Interest Survey
Sciecne Research Associates

Kuder Preference Record Personal From A H
Science Research Associates

Myers-Briggs Personality Type Indicator
Educational Testing Service

OVIS - Ohio Vocational Interest Survey
Harcourt Brace Jovanovich, Inc.

Perception of Values Inventory
Pennant Educational Materials

RESOURCES

GRADE LEVEL 9-12 1.0 CAREER PLANNING AND DECISION MAKING (page 12)

TESTS AND MEASUREMENTS (con't)

Probe
Westinghouse Learning Corp.

School Interest Inventory
Houghton Mifflin

Self Appraisal and Assessment Structure
Ostrom
Dr. Stanley Ostrom

Self Directed Search
Consulting Psychologists Press
1970

SRA Clerical Aptitudes Form AH
Science Research Associates

Survey of Interpersonal Values
Science Research Associates

Survey of Personal Values
Science Research Associates

Work Values Inventory
Super
Houghton Mifflin

TEACHER'S GUIDES

Boxscore - Occupations and Careers Information
Chronicle Guidance Publications
1976

Career Education: A Curriculum Design and Instructional Objectives Catalog
American Institute for Research
1973

Career Education in Appalachian Maryland
Maryland State Department of Education
1974

Career Education Infusion Units
Orange County Corsortium
1973

Career Education - Plans and Programs of the States
Chronicle Guidance Publications
1976

Career Education - Resource Notebook
Maryland State Department of Education
1974

Careers in Focus - Program Guide
McGraw-Hill, Inc.
1976

Career Planning Program
Houghton Mifflin
1974

Commendations, Recommendations & Materials for Career Day at Santa Ana High School
Santa Ana Unified School District
1974

TEACHER'S GUIDES (con't)

Developing a Career Information System
University of Oregon
1975

GROW - Activity Cards 10-12
Florida State Department of Education
1975

Guide for Integrating Career Development into Local Curriculum
Charles A. Jones Publishing Co.

Learning About Goods and Services
American Institute for Research
1975

Occupational Library
Chronicle Guidance Publications
1976

Sim-Series 1 Game
California Learning Simulations

Student Workbook in Career Development
Occupational Awareness
1973

Why People Perform Services
American Institute for Research
1975

COMPONENT 2.0 EDUCATION, WORK AND LEISURE ALTERNATIVES GRADE LEVEL 9-12

MAJOR OBJECTIVE 2.1 KNOWLEDGE AND SKILLS IN DIFFERENT SUBJECTS RELATE TO PERFORMANCE IN DIFFERENT WORK ROLES.

CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
2.1.1 Identify the skills requisite to a career cluster and a specific occupation.	Guidance	Worker-Trait Groups
2.1.2 Name a number of occupations which require a common skill.	Social Studies Guidance	Worker-Trait Groups

SUGGESTED LEARNING ACTIVITY	RESOURCES	ASSESSMENT STRATEGIES
1. The student will research one job cluster in an appropriate resource and list the specific skills necessary to that job cluster. 2. The student will write letters seeking job skills information to appropriate agencies. 3. The student will as a part of his/her research dealing with job clusters, list courses (high school and past high school) that relate directly to his/her first and second career cluster choice. 4. Provide students with a course description booklet and assign each student task of: a) identifying courses that relate to the student's career cluster choices b) identifying entry-level jobs the course could lead to, and c) professional or semi-professional jobs the course could lead to. 5. Lead the students in a general discussion dealing with the cluster concept using the course you teach as the example. Be sure to list occupations that relate to your course.	.Westinghome Learning Press Sound/Color Filmstrip Series "Career Education Clusters" .Occupational Outlook Handbook U.S. Dept. of Labor .California Occupational Preference Survey .Kuder General Interest Survey .Popeye Series King Features .Encyclopedia of Career and Vocational Guidance (Doubleday/Ferguson) .SRA Job Family Series .Dictionary of Occupational Titles .California Occupational Guide-CA Employment Development Department .Professional Career Kit-Careers, Largo Florida .Super 8mm films Doubleday Multimedia .You and Your First Job Personnel & Industrial Relations Assoc., Inc. .OVIS	Students will list the skills requisite to a specific occupation within a career cluster.
1. Break class into small groups and assign each group the task of identifying common skills. 2. Ask each group to report to the class on their list of identified common skills. Put a master list on the board.	.See Above	Student will list three (3) occupations which require common skills.

COMPONENT 2.0 EDUCATION, WORK AND LEISURE ALTERNATIVES GRADE LEVEL 9-12

MAJOR OBJECTIVE 2.1 KNOWLEDGE AND SKILLS IN DIFFERENT SUBJECTS RELATE TO PERFORMANCE IN DIFFERENT WORK ROLES.

CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
2.1.2 (cont'd)		
2.1.3 Record that differing occupations require different education and training experiences.	Social Studies Guidance	Occupational levels: Professional Proprietary Technical Skilled Semi-skilled Un-skilled

SUGGESTED LEARNING ACTIVITY	RESOURCES	ASSESSMENT STRATEGIES
3. From this list the student will identify his own existing and potential job skills and determine which job family these are common to. He will also identify specific occupations falling within that job family. 4. Using the list of common skills, ask each student to rearrange the list in rank order. Top skills first. 5. Assign each student task of identifying courses that will capitalize on a strength and will improve on a weakness. 6. Interview workers asking them specifically to identify common skills.		
1. Study college catalogs, prospectuses from apprenticeship programs, community college catalogs and other materials from training programs. 2. Invite speaker from Human Resources Development Agency and/or the School Work Experience Coordinator to discuss with the class, training programs available for various jobs. 3. In a general class discussion, list occupations on the board that relate directly to the course being taught. 4. Ask students to create a chart that includes: a) occupation (directly related to the course) b) education required in years c) certification/ licensing requirements d) job duties e) training costs, and f) where the training can be obtained.	. Film - More Power for the Job, International Films Bureau, 1965 . Film-No Reason To Stay, Encyclopedia Britannica, 1966 . Filmstrip, High School Course Selection and Your Career Guidance Assoc, 1967 . School Subjects and Jobs, John H. Brochard Science Research Assoc. Booklet . Career Perspective, Your Choice of Work Celia Denues, C. Jones, 1972 . Career World (mag.) . V.I.E.W.	Student will contrast two occupations according to their differing educational and training requirements.

COMPONENT 2.0 EDUCATION, WORK AND LEISURE ALTERNATIVES GRADE LEVEL 9-12

MAJOR OBJECTIVE 2.1 KNOWLEDGE AND SKILLS IN DIFFERENT SUBJECTS RELATE TO PERFORMANCE IN DIFFERENT WORK ROLES

CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
2.1.3 (cont'd)		
2.1.4 Demonstrate job seeking skills including the job application, the resume and interviewing for a job.	Work Exp. Guidance Social Studies	Job Application Skills
2.1.5 Demonstrate knowledge that learning to learn is a skill	English	Study skills to include planning time, creating a good atmosphere, note taking, outlining, creating questions, and maintaining time schedule.

SUGGESTED LEARNING ACTIVITY	RESOURCES	ASSESSMENT STRATEGIES
5. Assign selected students to interview workers in the area, engaged in work closely related to your course and report back to the class. 6. Include in regular course content tests, a question or two about education and training requirements of jobs related to your course.		
1. Lead class in a general discussion dealing with reasons for learning the various job application skills and how these skills are utilized. 2. View F/S or films on job application skills. 3. Ask your high school Work Exp. Coor. or career specialist to talk to the class about the importance of the application letter and resume. 4. The student will complete sample application, design his/her own resume, and role play interview situations. 5. Use video-tape recorder to record the interview so that the student may evaluate his/her own performance. 6. Look through Help Wanted section of the newspaper and write a letter of application for three job offerings. 7. Read letters to the class for a critical appraisal.	Your Job Series, Coronet Films, 1968, Your Job: Applying for It, 13 minutes Work Experience Handbook Film Strip - Applying for Work	Student will write a resume and simulate a job interview.
1. Conduct general class discussion dealing with the various ways people learn, the attitudes and skills involved, and the rewards that may follow.	Film Strip on Study Skills Booklet in Career Resource Center on How to Study	Student will identify methods of study.

COMPONENT 2.0 EDUCATION, WORK AND LEISURE ALTERNATIVES GRADE LEVEL 9-12

MAJOR OBJECTIVE 2.1 KNOWLEDGE AND SKILLS IN DIFFERENT SUBJECTS RELATE TO PERFORMANCE IN DIFFERENT WORK ROLES

CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
2.1.5 (cont'd)		
2.1.6 Illustrate how participation in school activities can relate to career areas.	Social Studies Guidance	Joining clubs, volunteering class participation and/or work experience provides knowledge about/of work skills transferable to career options.

SUGGESTED LEARNING ACTIVITY	RESOURCES	ASSESSMENT STRATEGIES
2. Assign each student to write out the specific skill/techniques he/she uses when studying a math course, a science course, an English or history course. 3. Hand out Weekly Study and Time Schedule and ask each student to complete the chart and be prepared to defend/describe his/her schedule. 4. View sound film strip or film describing study skills and techniques, proper attitudes and proper habits. 5. Ask students to complete a study skill check-up form to determine their level of learning. Base future assignments according to results.		
1. Place a master list of all school activities on the board. List provided by students and Student Handbook. 2. Assign each student to report on a well known person whose present occupation relates directly to his/her school activities. 3. Ask each student to design a chart that would indicate: a) school activity b) related occupations c) the student's level of interest of sources of information on that career. 4. Invite a person to the classroom to describe how his/her school activities led to his/her present occupation. 5. View sound film strip or film on this subject. 6. Ask each of your teachers/advisors/coaches to describe how their class/club could lead into a career.	.Student handbook on extra curricular activities .Film strip "Getting the Most Out of School"	Student will list three occupational skills he/she has learned from participating in school activities.

COMPONENT 2.0 EDUCATION, WORK AND LEISURE ALTERNATIVES GRADE LEVEL 9-12

MAJOR OBJECTIVE 2.1 KNOWLEDGE AND SKILLS IN DIFFERENT SUBJECTS RELATE TO PERFORMANCE IN DIFFERENT WORK ROLES

CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
2.1.7 Identify the in-school educational steps necessary to qualify for selected occupation(s) and/or career.	Guidance	Career/Occupational planning

SUGGESTED LEARNING ACTIVITY	RESOURCES	ASSESSMENT STRATEGIES
1. Ask your high school Work Experience Coordinator or Career Specialist to describe available programs. 2. Ask selected students to interview the high school Work Experience Coordinator about the various programs available including ROP programs and report back to the class. 3. Ask a counselor to present a group guidance program to the class describing elements that go into making a career choice. 4. Take an Interest Inventory and/or attempt to identify your interests through discussions with a counselor, your parents and friends. 5. Ask each student to write out on the form provided his/her educational plan based on his/her identified interests, aptitudes, values, desired life style and career cluster choice. 6. Take an aptitude test or attempt to identify your aptitudes yourself by working with your teachers, counselor or parents. 7. Select three occupations and do a short report on each, paying special attention to course selection and entry-level skills offered in your high school that relate directly to that job. 8. If a student is going to work, refer him/her to the Work Exp. Office to sign up for credit and to obtain Soc. Sec. number.	Career Planning Folder	Students will design the best course of study available for the tentative occupation(s) and/or career choice.

COMPONENT 2.0 EDUCATION, WORK AND LEISURE ALTERNATIVES GRADE LEVEL 9-12

MAJOR OBJECTIVE 2.1 KNOWLEDGE AND SKILLS IN DIFFERENT SUBJECTS RELATE TO PERFORMANCE IN DIFFERENT WORK ROLES

	CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
2.1.8	Record the relationship between levels of education and levels of employment.	Guidance	Occupational Levels: Professional Proprietary Technical Skilled Semi-Skilled Unskilled
2.1.9	Identify one or more occupations that match his/her aptitudes, interests and attitudes.	Social Studies Guidance	Interests - List COPS interests Aptitudes - List GATB attitudes

SUGGESTED LEARNING ACTIVITY	RESOURCES	ASSESSMENT STRATEGIES
1. Provide the class with a lecture/ question and answer session dealing with automation and its effect on workers with various levels of education. 2. Break the class into small groups and assign each group the task of identifying four occupations that relate to your class. Then research each occupation to determine specific educational requirements, levels of unemployment and report back to the class. 3. Ask the students to list occupations that relate to equipment, materials used in your course and then to determine the educational level required to go into each job.	.Career World monthly magazine pub. .Occupational Outlook Handbook Quarterly .Dictionary of Occupational Titles .Chronicle Guidance	List three jobs requiring a four year college or University education; 3 jobs requiring a Jr. College education, and three that require no formal training.
1. Provide students with handouts and worksheets describing the major interest areas and major aptitudes. 2. Discuss and complete this material. 3. Provide students who need additional help completing the handouts & worksheets, the opportunity to take the various inventories & tests that will help them complete the assignment. 4. Ask a career specialist/counselor to speak to the class about the relationship between aptitudes and interests. 5. Arrange for students to meet with the counselor individually for test & inventory scores interpretation. 6. Explore the occupations suggested by tests, inventories, your judgment after counseling.	.Services Voc. .Aptitude Test .GATB .COPS .Kuder Interest .Am. Coll. Test Prog., Box 168 Iowa City, 52240	List three occupations which match his/her aptitude and interests.

COMPONENT 2.0 EDUCATION, WORK AND LEISURE ALTERNATIVES GRADE LEVEL 9-12

MAJOR OBJECTIVE 2.1 KNOWLEDGE AND SKILLS IN DIFFERENT SUBJECTS RELATE TO PERFORMANCE IN DIFFERENT WORK ROLES

CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
2.1.10 Express met and unmet educational goals.	Social Studies English Guidance Business	Personal achievements Successful subject mastery Successful skill mastery
2.1.11 List the skills learned from each of his/her subjects.	All	Identify acquired career competencies to date.

SUGGESTED LEARNING ACTIVITY	RESOURCES	ASSESSMENT STRATEGIES
1. Complete Educational and Career Planning Packet based on each student's aptitude, educational strengths and weaknesses, projected life style and career cluster choice. 2. Identify course selections directly related to each concept. 3. Complete a tentative educational plan and identify from the Educational Alternative List provided, your short-range and long-range "educational goals." 4. Ask student to write out, step by step their educational goals and objectives indicating items completed, and constraints that could keep them from reaching their goals. 5. Arrange for students to meet individually with a counselor to discuss their educational plans.	.Educational and Career Planning Packet .Career Planning Folder .Decisions .Filmstrip "Setting Goals"	Write a statement of educational goals met and write a statement of educational aspirations.
1. Assign each student the task of designing a class schedule competency work sheet that indicates the: a) course name b) teacher, and c) course competency or outcomes. 2. Write out a note describing the class assignment and ditto off enough copies so that each student can give this note/memo to each of his/her teachers and hopefully obtain a course outline. 3. Obtain course description book from counselors or curriculum office.	.Career Planning Folder .Decisions	Identify two courses that he is currently taking and list four skills that he has learned in each course.

COMPONENT 2.0 EDUCATION, WORK AND LEISURE ALTERNATIVES GRADE LEVEL 9-12

MAJOR OBJECTIVE 2.1 KNOWLEDGE AND SKILLS IN DIFFERENT SUBJECTS RELATE TO PERFORMANCE IN DIFFERENT WORK ROLES

CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
2.1.11 (cont'd)		
2.1.12 Choose one or more occupations that match his/her demonstrated aptitudes, interests and attitudes.	Business Social Studies English Guidance	Selecting occupational/career alternatives.
2.1.13 Be in a course of study that facilitates preparation for entry into the occupation of his/her choice, or the career cluster of his/her choice.	Guidance	Matching his/her characteristics with his/her career/occupational options with available training opportunities.

SUGGESTED LEARNING ACTIVITY	RESOURCES	ASSESSMENT STRATEGIES
4. Use your course as a model for students to work from by going over the: a) course description b) your course outline 5. Review once more concept of outcomes/ competencies. 6. Complete the class schedule competency worksheet.		
1. Have each student complete those sections of his/her Career Planning Folder as a class assignment. 2. Prior to registering for junior and/or senior classes, each student will complete his/her Career Planning Folder and will have his/her folder at the time his/her schedule is approved. 3. Using a required senior/junior class, this can become a class assignment. It can be completed by having a counselor and/or Career Resource Center Technician make a presentation to the class followed by a trip to the Career Resource Center. The results can be presented to the class as an oral report, or as a written effort. It is recommended that a counselor be available at all times to assist in the search process.	.CVIS .SRA Occupational Exploration Kit .Job - O .Materials in Career Resource Center	Each student will complete his/ her Career Planning Folder.
1. This will be done by the counseling staff or teacher advisor at pre-registration and during the school experience.	.Career Resource Center Materials .Pre-registration materials .Career Planning Folder .Decisions	Each student will design a course of study for himself/ herself that leads to job entry in a given field.

COMPONENT 2.0 EDUCATION, WORK AND LEISURE ALTERNATIVES GRADE LEVEL 9-12

MAJOR OBJECTIVE 2.1 KNOWLEDGE AND SKILLS IN DIFFERENT SUBJECTS RELATE TO PERFORMANCE IN DIFFERENT WORK ROLES.

CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
2.1.13 (cont'd)		

SUGGESTED LEARNING ACTIVITY	RESOURCES	ASSESSMENT STRATEGIES
1. (cont'd) It is best that after the freshman year, no student be allowed to enroll in any class unless he can show the class will facilitate his tentative and or educational goals.		

COMPONENT 2.0 EDUCATION, WORK AND LEISURE ALTERNATIVES GRADE LEVEL 9-12

MAJOR OBJECTIVE 2.2 THERE IS A WIDE VARIETY OF OCCUPATIONS WHICH COULD BE CLASSIFIED IN SEVERAL WAYS

CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
2.2.1 Demonstrate knowledge of the DOT, Occupational Handbook, and employment services.	Guidance Social Studies Work Experience	. D.O.T. Classification . Worker-Trait Groups
2.2.2 Use one or more classifications in career planning.	Guidance	. D.O.T. Classifications . Worker-Trait Classifications . Career Cluster Classifications

SUGGESTED LEARNING ACTIVITY	RESOURCES	ASSESSMENT STRATEGIES
1. The counselor and/or career resource center technician can provide an orientation to the Career Resource Center. When the orientation exercise has been prepared, each freshman/sophomore new student will be scheduled in the Center in groups of 25-35. Each will have an opportunity to view the D.O.T., O.O.H., VIEW, and peruse the various materials and services available. At this time it will provide an opportunity for the student to start his/her Career Planning Folder or make any entry he/she thinks is important.	. Dictionary of Occupational Titles . Occupational Outlook Handbook . SRA Occupationsl Exploration Kit . CVIS . California Occupational Briefs . Chronicle Guidance Occupational Briefs . Other materials in Career Resource Center	Each student will pair objective test covering DOT and Occupational Handbook.
1. The students shall schedule time in the Career Resource Center as part of an assignment. During this time each student shall complete the appropriate sections of his/her Career Planning Folder. 2. The teacher and/or guidance worker might consider the above as a prerequisite to planning his/her educational program for the next quarter/ semester.	. Materials in Career Resource Center . Career Planning Folder	The student will make the appropriate occupational choice entry in his/her Career Planning Folder.

COMPONENT 2.0 EDUCATION, WORK AND LEISURE ALTERNATIVES GRADE LEVEL 9-12

MAJOR OBJECTIVE 2.3 SOCIETAL EXPECTATIONS INFLUENCE THE NATURE AND STRUCTURE OF WORK

	CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
2.3.1	Identify societal expected attitudes towards work and school.	Soc. Stds. Guidance	Universal Attitudes: .Following directions .Completing assigned work .Getting along with others .Being punctual
2.3.2	Demonstrate knowledge there is a responsibility to self and others by the acceptance and completion of work.	Soc. Stds. Guidance English	Society is intra-dependent and inter-dependent.

SUGGESTED LEARNING ACTIVITY	RESOURCES	ASSESSMENT STRATEGIES
1. Discuss the concept "societal expectations". 2. Discuss the influence of advertising in the creation of societal expectations. 3. Student will write an original commercial to create a societal expectation. 4. Create a series of interview questions that may be used to interview your parents. 5. Report results back to the class via tape recording, in writing or orally. 6. Make a chart of the major societal attitudes towards work and school. 7. Discuss each point on the chart and compare student attitudes with adult or societal attitudes. 8. Write an essay describing changes in societies attitudes toward work and school that have occurred in the last twenty years.	.Dr. James Coleman's Book: The Adolescent Society .Manpower Personnel .Filmstrips: "Work Expectations" "How to Get a Job" "How to Interview" .IOX Book on Measuring Attitudes	List punishments forced by society upon those who refuse to work. Low social status, poor grades, little job security.
1. Conduct an in-depth class discussion dealing with the work ethic in the United States and relate this Country's attitude to work, to religion, to personal worth, to productivity/automation, to social status and to the family structure. 2. Arrange for a minister, career specialist at your school, etc., to speak to your class on the topic "Socialogical & Psychological Implications of Work".	.Guidance Associates "The Changing Work Ethic"	Each student will complete a one-page presentation on "Why Work" or "On Whom Do I Depend?" (or a theme selected by the students and/or teacher).

COMPONENT 2.0 EDUCATION, WORK AND LEISURE ALTERNATIVES GRADE LEVEL 9-12

MAJOR OBJECTIVE 2.3 SOCIETAL EXPECTATIONS INFLUENCE THE NATURE AND STRUCTURE OF WORK

CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
2.3.2 (cont'd)		
2.3.3 Identify relationships between self and others resulting from the performance on a job.	All Guidance	Trust, respect and harmonious working relationships fulfills basic needs.

SUGGESTED LEARNING ACTIVITY	RESOURCES	ASSESSMENT STRATEGIES
3. Arrange a mini debate to be held in the classroom. Position one: Defense of the old work ethic on which this Country was built. Position two: Defense of the new work ethic or alternate work attitudes that have emerged. 4. Assign students a theme entitled "Why Work".		
1. Conduct classroom discussion that deals with the a) advantages and disadvantages of developing working relationships with fellow workers b) development of the "primary group" and how that relates to job performance c) development of the team approach and its relationship to self and productivity. 2. Students interview workers to find out how their relationships with fellow employees effects their job satisfaction and productivity. 3. Assign students to research on occupation that relates to your class asking them to identify characteristics of that job that could effect a worker's relationship with his/her fellow workers in a negative/positive manner. 4. View a sound filmstrip dealing with worker attitudes and personality traits.	. VIEW . Workers as guest speakers . Worker supervisors as guest speakers .Guidance Associates Filmstrips: "Job Attitudes" "Career Values" "Careers and Life Styles"	Define trust, respect and harmony in terms of the relationship between people who are working together at completing a task.

COMPONENT 2.0 EDUCATION, WORK AND LEISURE ALTERNATIVES GRADE LEVEL 9-12

MAJOR OBJECTIVE 2.3 SOCIETAL EXPECTATIONS INFLUENCE THE NATURE AND STRUCTURE OF WORK

	CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
2.3.4	Demonstrate knowledge that others rely upon others to complete responsibilities of tasks.	All	Man is interdependent in all phases of life.
2.3.5	Identify local societal expectations on the importance of learning and working.	Social Studies	Each man has an expected role imposed that relates to perpetuating societal values and society itself.

SUGGESTED LEARNING ACTIVITY	RESOURCES	ASSESSMENT STRATEGIES
1. Conduct classroom discussion that points out the interdependency of our total economy specifically in the areas of a) work safety b) prices c) union activity d) job stability and quality of work. 2. Role play a situation in the home where one member of the family does not accept responsibility. 3. Ask each student to pick a particular group of workers and give a report on what would happen if that group cut off their services or product. 4. Write on the board, a list of responsibilities you have to your students. Have students make a list of responsibilities they have to you and to the class. Read and discuss lists.	.Classroom Textbooks .Take the class text and trace it back to its origin showing the number of workers involved. .Any product located in the classroom .Any texts/films/filmstrips on any facet of any society.	List three workers whose services he/she depends upon.
1. The teacher might want to consider the topic for a unit on "Behaviors: What are They and Why are They." Small group activities on value clarification are excellent if followed by a discussion centered on "Our Values? What are Their Origins?" This needs to be followed by "How we Impose our Values on Others."	.Any material on any culture and its values .Filmstrips from the set on Mankind and Society .Value Clarification .Group Leadership: A Manual for Group Leadership .Group Facilitator Handbooks .Behavior Modification Techniques in Therapeutic Techniques .Rokeach, Multon Values Inventory .Super's "Work Values" .Rucker "Values" in Therapeutic Techniques	Each student will identify his/her behaviors that conform to societal demands and list those he/she does not demonstrate because of societal rules, regulations and expectations.

COMPONENT 2.0 EDUCATION, WORK AND LEISURE ALTERNATIVES GRADE LEVEL 9-12

MAJOR OBJECTIVE 2.3 SOCIETAL EXPECTATIONS INFLUENCE THE NATURE AND STRUCTURE OF WORK

	CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
2.3.6	Identify his/her personal hierarchy of values as they relate to school and work.	Soc. Stds. Guidance	Contemporary and Terminal Values, Multon Rokeach
2.3.7	List his/her attitudes towards societal expectations.	Soc. Stds. Guidance English	Dealing with written and moral rules of the majority population.

SUGGESTED LEARNING ACTIVITY	RESOURCES	ASSESSMENT STRATEGIES
1. Student prepares an introductory report describing the way he views his/her life as it relates to: a) the importance of education b) the social aspects of school and how it affects attitudes toward school and later on, work c) the importance of work 2. View a sound filmstrip about worker attitudes and values. 3. Make an appointment with a counselor and clarify your feelings and/or take a value inventory. 4. Conduct a class discussion dealing with the meaning of the term "attitude" and the importance of positive or negative attitudes when approaching any situation. 5. Role play various work and school situations depicting how attitudes effect an individual's performance on the job. 6. Interview parents, a supervisor, administrator or teacher about the importance of attitude and report back to the class.	. Guidance Associates Filmstrip Series . Multon Rokeach's instrument on "Values Inventory" .Super's "Work Values" .Decisions and Outcomes .Rucker's "Values" in Therapeutic Techniques .Group Leadership: A Manual for Group Leaders .Group Facilitator Handbooks .Counselors	Each student will identify his/her present (contemporary) and future (terminal) values.
1. Re-identify "societal expectations" through class discussion/in writing with hand-outs. 2. Break the class into small groups (4-5 students) and ask each student to express his/her feeling/thoughts concerning societal expectations.	.Guidance Associates Filmstrip Series on attitudes, values and personality .Mankind and Society filmstrips	Each student can list his/her attitudes toward expectations in the following format: "I like:" "I don't like:"

COMPONENT 2.0 EDUCATION, WORK AND LEISURE ALTERNATIVES GRADE LEVEL 9-12

MAJOR OBJECTIVE 2.3 SOCIETAL EXPECTATIONS INFLUENCE THE NATURE AND STRUCTURE OF WORK

CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
2.3.7 (cont'd)		

SUGGESTED LEARNING ACTIVITY	RESOURCES	ASSESSMENT STRATEGIES
3. View sound filmstrip "Job Attitudes Liking Your Job and Your Life" followed by asking each group to report back to the class their group's attitudes towards societal expectations, specifically concerning a) grading practices b) courses offered c) graduation requirements d) job satisfaction and promotion e) social status.		

COMPONENT 2.0 EDUCATION, WORK AND LEISURE ALTERNATIVES GRADE LEVEL 9-12

MAJOR OBJECTIVE 2.3 SOCIETAL EXPECTATIONS INFLUENCE THE NATURE AND STRUCTURE OF WORK.

CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
2.3.8 Identify attitudes he/she would like to acquire and/or demonstrate.	English Soc. Stu Guidance	Desired attitudes can be developed through planning and/or help from professionals.
2.3.9 Complete a plan that incorporates strategies to enhance/acquire desired attitudes that are congruent with societal expectations.	English Soc. Stu. Guidance	Desired attitudes can be acquired through planning and implementation.

SUGGESTED LEARNING ACTIVITY	RESOURCES	ASSESSMENT STRATEGIES
1. Teacher counselor/psychologist lead class discussion dealing with attitudes, personality and how people can change their lives through planning. Professionals who can help are identified. The student can then prepare a report on how he/she would want a friend to describe him/her to another person. Students then can describe orally or on paper what they would like to become. The student may be required to turn in the assignment or may make an appointment with a counselor and map out a strategy for change. This process can be greatly enhanced by having the counselor come in and administer, score and interpret the "Myers-Briggs Personality Type" instrument followed by small group discussions.	1. Counselor 2. School Psychologist 3. Myers-Briggs "Personality-type instrument.	Each student can complete an essay describing the person with attitudes he/she would like to have and/or admire.
1. The student will discuss in small groups or in a panel situation his/her own aspirations for contributing to society. (i.e., "How would you change society?") 2. The teacher might request the counselor or psychologist to come in and lead small group discussion in the format conducive to planning changes that contribute to society. 3. The student could participate in a small group discussion that identifies values/attitudes in terms of educational strengths and weaknesses. (con't.)	1. Career Planning Folder 2. Counselor or Psychologist 3. Decisions and Outcomes 4. Life Career Games	Each student will complete a plan.

COMPONENT 2.0 EDUCATION, WORK AND LEISURE ALTERNATIVES GRADE LEVEL 9-12

MAJOR OBJECTIVE 2.3 SOCIETAL EXPECTATIONS INFLUENCE THE NATURE AND STRUCTURE OF WORK.

CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
2.3.9 (cont.)		
2.3.10 Demonstrate acceptable attitudes towards work and school.	Guidance	Punctuality, completes assigned work, gets along with classmates, adheres to rules and regulations, completes educational and career plans.

SUGGESTED LEARNING ACTIVITY	RESOURCES	ASSESSMENT STRATEGIES
3. (cont.) The student may also discuss life style, interests, aptitudes relating each of these concepts to course selection that relate to a career cluster or to a specific occupation that would fulfill expectations. The student then may want to make an appointment with a counselor and discuss his/her completed plan.		
1. Review values/attitudes that are congruent with societal expectations with the total class. 2. Ask the students to design an evaluation form appropriate for him/her that may be given to parents, work supervisors teachers, and peers. 3. Review the Evaluation Form with each student. 4. Students ask a minimum of ten individuals to complete the evaluation. 5. Evaluation forms are tabulated and discrepancies are discussed in small groups or with the instructor or counselor in private. 6. View F/S and film at appropriate time.	1. Student's report cards. 2. Citizenship records.	Questioning of parents. School/work attendance. Comments by teachers/work supervisors. Completed evaluation form.

COMPONENT 2.0 EDUCATION, WORK AND LEISURE ALTERNATIVES GRADE LEVEL 9-12

MAJOR OBJECTIVE 2.4 THERE IS A RELATIONSHIP BETWEEN THE COMMITMENT OF EDUCATION AND WORK AND THE AVAILABILITY AND UTILIZATION OF LEISURE TIME.

CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
2.4.1 Demonstrates knowledge that adequate leisure time is necessary for a healthy life.	Health Soc. Stu. English P.E.	Leisure time is as important as work and learning.
2.4.2 Identify available leisure opportunities for physical activities that can be done alone.	P.E.	Recognizing physical fitness is important.

SUGGESTED LEARNING ACTIVITY	RESOURCES	ASSESSMENT STRATEGIES
1. Compare the lifestyles of two adults students know, one having varied leisure skills and the other having very few. What differences are there? Then research and report in writing or orally about the number of hours people now work per week and the age that workers retire in various occupations. Then interview several retired persons asking questions that relate to 1) How they spend their time now 2) Development of new interests 3) Physical fitness programs 4) Any suggestions or advice for young people. 2. Interview people you know who are working as to how they spend their leisure time.	1. Guest speakers 2. Biographies 3. Autobiographies	Each student will give a speech on the relationship between physical and mental health and a leisure activity.
1. From Recreation Dept. Guides, have students identify which activities are individual activities and which are for 2 or more people. 2. After a general class discussion in which at least 25 kinds of physical activities that can be done alone were identified ask each student to rank these activities in order of their preference. 3. Ask each student to engage in (alone) a leisure activity and report back to the class his/her feelings. 4. Assign students to complete a report stating why it is important to develop a liking for an activity that can be done alone.	1. Any material on physical fitness. 2. Heart Association.	Each student will describe one physical activity that he/she enjoys performing alone.

COMPONENT 2.0 EDUCATION, WORK AND LEISURE ALTERNATIVES GRADE LEVEL 9-12

MAJOR OBJECTIVE 2.4 THERE IS A RELATIONSHIP BETWEEN THE COMMITMENT OF EDUCATION AND WORK AND THE AVAILABILITY AND UTILIZATION OF LEISURE TIME.

CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
2.4.3 Identify available extra-curricular activities.	Student Activities Guidance Teacher-Advisor	Recognizing leisure options.
2.4.4 List leisure opportunities that might be available with tentative career plans.	P.E. Student Activities Guidance	Careers often create different leisure opportunities because of time, location, salary, availability of resources.

SUGGESTED LEARNING ACTIVITY	RESOURCES	ASSESSMENT STRATEGIES
1. Have students identify which after-school and lunch time activities appea best to him/her. 2. Students will identify community activities which appeal to him/her and state why the appeal is there. 3. Ask activity director or a coach/p.e. teacher to speak to the class on available extra-curricular activities. 4. Obtain a student handbook and peruse the student activities section. 5. Check meeting dates for clubs etc. and assign each class member a meeting to attend and report back on it. 6. Based on the community calender found in the local newspaper report orally to the class about available activities.	1. Student handbook. 2. Student government. 3. Career planning folder. 4. Community recreation bulletins. 5. Community college brochures.	List 3 extracurricular activities that he/she would like to participate in.
1. The students will list the kinds of leisure activities he/she enjoys and predict the types of occupations that will allow him/her to pursue these interests. 2. Conduct a general discussion dealing with leisure activities/clubs/hobbies, and list the various opportunities on board. Under each heading state several related occupations. 3. Seek out and interview people who turned their hobby into their occupation. 4. Pick one hobby or leisure time activity and write a short paper on how it could turn into a full time occupation. Also state in your paper the good and bad points of this situation.	1. Career Planning Folder. 2. Student Activities Handbook 3. Occupational information located in the Career Resource Center. 4. Park and Recreation Brochures. 5. Community College Handbook. 6. High School course selection materials.	Each student will list leisure activities that will be available to him/her in his/her chosen work

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MAJOR OBJECTIVE 2.4 THERE IS A RELATIONSHIP BETWEEN THE COMMITMENT OF EDUCATION AND WORK AND THE AVAILABILITY AND UTILIZATION OF LEISURE TIME.

CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
2.4.4 List leisure opportunities that might be available with tentative career plans.	P.E. Student Activities Guidance	Careers often create different leisure opportunities because of time, location, salary, availability of resources.
2.4.5 Demonstrate knowledge that some careers limit time and availability of leisure opportunities.	P.E. Student Activities Guidance	Geographic location, work hours, money, available for adults.

SUGGESTED LEARNING ACTIVITY	RESOURCES	ASSESSMENT STRATEGIES
1. The students will list the kinds of leisure activities he/she enjoys and predict the types of occupations that will allow him/her to pursue these interests. 2. Conduct a general discussion dealing with leisure activities/clubs/hobbies, and list the various opportunities on the board. Under each heading state several related occupations. 3. Seek out and interview people who turned their hobby into their occupation. 4. Pick one hobby or leisure time activity and write a short paper on how it could turn into a full time occupation. Also state in your paper the good and bad points of this situation.	1. Career Planning Folder. 2. Student Activities Handbook. 3. Occupational Information located in the Career Resource Center. 4. Park and Recreation Brochures. 5. Community College Handbook. 6. High School course selection materials.	Each student will list leisure activities that will be available to him/her in his/her chosen work.
1. Have students visit a local golf course on a Wednesday afternoon and poll golfers at first tee to determine their occupations. 2. Research several occupations and determine which requires the greater commitment during the training period and while on the job. 3. Discuss with the class levels of commitment various jobs require and certain that cut out leisure opportunities because of job location. 4. Define job as opposed to career in terms of training period and hours worked after training is completed.	1. Career Planning Folder. 2. Student Activities Handbook. 3. Occupational Information located in the Career Resource Center. 4. Park and Recreation Brochures. 5. Community College Handbook. 6. High School course selection materials.	List four constraints on leisure activities. Time required, money paid, and location.

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MAJOR OBJECTIVE 2.4 THERE IS A RELATIONSHIP BETWEEN THE COMMITMENT OF EDUCATION AND WORK AND THE AVAILABILITY AND UTILIZATION OF LEISURE TIME.

CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
2.4.6 List his/her leisure skills.	P.E. Student Activities	Everyone has leisure skills.
2.4.7 Identify leisure opportunities that match his/her leisure skills.	Guidance Student Activities P.E.	Locating local leisure opportunities.

SUGGESTED LEARNING ACTIVITY	RESOURCES	ASSESSMENT STRATEGIES
1. The student will compare a list of his/her existing leisure skills with those he/she would like to acquire. 2. Invite teachers from the art/home ec. music/drama/agriculture/Indus. Arts dept. to provide the class with a short tour of their dept. pointing out leisure time possibilities. 3. Invite selected community members who have interesting hobbies/skills to speak to the class. 4. Take an interest inventory to relate the results if possible to projects or hobbies you have developed or skills while in school.	Career Planning Folder	Each student will list his/her present leisure skills and record in his/her Career Planning Folder.
1. Have students compare the leisure skills he/she has compared with those being offered in community recreation dept. brochures, after school clubs, activities, etc. 2. On a specialty designed form make a list of all available leisure time activities in the area. State who the sponsor is, the contact person, phone number. When the activity is offered, skills required and cost. Supply each student with the form and ask them to check the activities that fit their needs.	1. Career Planning Folder 2. Student Activities Handbook. 3. Occupational information located in the Career Resource Center. 4. Park and recreation brochures. 5. Community College Handbook. 6. High School course selection materials.	Each student will identify and post in his/her Career Planning Folder leisure opportunities that match his/her leisure skills.

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MAJOR OBJECTIVE 2.4 THERE IS A RELATIONSHIP BETWEEN THE COMMITMENT OF EDUCATION AND WORK AND THE AVAILABILITY AND UTILIZATION OF LEISURE TIME.

CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
2.4.8 Formulate a career plan that will allow him/her maximum time for involvement in desired leisure activities.	Student Activity Guidance P.E.	Leisure time is important for everyone to include in his/her daily/weekly schedule.
2.4.9 Be involved in one or more extra curricular activities that matches and/or enhances his/her leisure skills.	Student Activities Guidance P.E.	Developing/using leisure skills.

SUGGESTED LEARNING ACTIVITY	RESOURCES	ASSESSMENT STRATEGIES
1. Have the students relate leisure time activities with career plans, which job will best satisfy these leisure interests? 2. The student will list the kinds of leisure activities he/she enjoys and predict the types of occupations that will allow him/her to pursue these interests. 3. Administer an interest inventory to the class. 4. Complete the inventory profile and explore occupations of interest especially those that require minimal commitment in terms of hours worked and low responsibility levels. 5. Interview workers in various jobs that require short hours, low stress and low level of commitment after working hours.	1. Decision and Outcomes 2. Career Planning Folder	Each student will present a plan that demonstrates the amount of time and leisure activities he/she is now or will pursue.
1. Have student's visit a club at school which relates to a leisure skill he/she possesses and report back on what went on at the meeting. 2. Ask the director of activities to make a presentation to the class. Then have the students make an appointment with his/her counselor and examine his/her school records for clues to skills they have but had not recognized or had forgotton about. 3. Members of student government might make an effort of getting 100% freshmen and sophomores in an extra curricular activity.	Student Activities Handbook Career Planning Folder	Each student will report his/her present extra-curricular leisure activities and record in the Career Planning Folder.

COMPONENT 2.0 EDUCATION, WORK AND LEISURE ALTERNATIVES GRADE LEVEL 9-12

MAJOR OBJECTIVE 2.5 THERE ARE MANY TRAINING ROUTES TO JOB ENTRY

	CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
2.5.1	Demonstrate knowledge of various training routes to career experiences available in school and during secondary school years.	Social Studies Guidance	Training routes: High school courses, work experience, R.O.P, on-the-job training, volunteer work, community college, private trade schools, Explorer program, Junior Achievement, extra-curricular activities.
2.5.2	Identify and describe various training routes available for occupational choice.	Social Studies Guidance	There are many training routes available for different occupations.

SUGGESTED LEARNING ACTIVITY	RESOURCES	ASSESSMENT STRATEGIES
1. Conduct a large group lecture/discussion session that deals with the variety of training routes to jobs. 2. Students can visit training centers, such as police academy, a fire department, and a real estate school to observe how people upgrade their existing job skills. Or, the teacher and/or counselor can invite in student speakers who are currently enrolled in each of the training programs to talk with students. 3. It is important to point out to the teacher/counselor, this exercise must be presented often as students' interests and skills change.	.Student Handbook .Career Planning Folder .Career Resource Center audio-visual presentation .Career Specialist .Work Experience Coordinator .R.O.P. Counselor	Each student will list the training routes open to him/her during his/her school experience.
1. In a large group lecture/discussion situation, have the students identify four different training routes leading to the same job cluster, noting the advantages and disadvantages to each route. (For example, the students might explain the avenues of military service, apprenticeship programs, junior college, four-year college, private on-the-job training.) 2. Arrange class into small groups and assign each group a different training route to report on, i.e., Armed Forces, community college, apprenticeship programs, on-the-job training, skill courses in high school that provide entry level skills, 4-year college R.O.P. and Work Exp. Programs in H.S. and community college.	.High School Student Handbook .Community College Handbook .All occupational selection material within the Career Resource Center .CVIS .VIEW .Career Planning Folder	Each student will complete a check list prepared by the counselors on the advantages and disadvantages of the various training routes.

COMPONENT 2.0 EDUCATION, WORK AND LEISURE ALTERNATIVES GRADE LEVEL 9-12

MAJOR OBJECTIVE 2.5 THERE ARE MANY TRAINING ROUTES TO JOB ENTRY

CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
2.5.2 (cont'd)		
2.5.3 List the entry requirements into apprenticeships, community colleges, colleges universities, unions, private schools, armed forces, work experience programs and Regional Occupational Programs.	Social Studies Guidance Business	Qualifications are necessary to enroll in various training routes.
2.5.4 Discuss the advantages and disadvantages of each.	Social Studies Guidance Business	Each training route has limitations as well as advantages.

SUGGESTED LEARNING ACTIVITY	RESOURCES	ASSESSMENT STRATEGIES
3. Invite guest speakers, preferably students who used to attend the school or students presently enrolled in the training route, to describe the advantages and disadvantages of each training route. 4. Ask your class to prepare a written report of all the various training routes and make it available to all students. 5. Provide students with a work sheet listing all educational and career alternatives. Ask them to list entry requirements under each alternative.		
1. The teacher or counselor can provide students with a worksheet listing all the various educational and career training alternatives . Next, show the class slides or sound filmstrips or film presentations on these programs. The AV material is available in the Career Resource Center. 2. The teacher might assign a special project for extra credit having students make a poster describing various programs, or the project might be a slide presentation that pictorally shows the necessary data.	.College Handbook .High School Handbook .Community College Catalogue .R.O.P. Handouts .Armed Forces Handouts .VIEW	Each student will list entry requirements for an apprenticeship program, a university, a community college, R.O.P., and work experience.
1. The counselor and/or teacher can present a Decision Making model to the class and demonstrate the model by using career training alternatives as an example. Next, request each stu-	.Decisions and Outcomes .Guidance staff prepared forms .Career Planning Folder	

COMPONENT 2.0 EDUCATION, WORK AND LEISURE ALTERNATIVES GRADE LEVEL 9-12

MAJOR OBJECTIVE 2.5 THERE ARE MANY TRAINING ROUTES TO JOB ENTRY

CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
2.5.4 (cont'd)		
2.5.5 Explain the advantages and disadvantages of each for his/her career plans.	Social Studies Guidance	Tentative career/occupational plans with tentative training route.

SUGGESTED LEARNING ACTIVITY	RESOURCES	ASSESSMENT STRATEGIES
dent to identify two tentative occupations that interest them. Provide each student with a worksheet to complete that will take the student through the decision-making process step-by-step (available from guidance staff). An alternative is to provide the students with a slide presentation describing the various educational and career training programs with a worksheet for notes. 2. Divide the class into small groups and assign each group a different alternative to report on to the class. 3. As each group reports class members will list advantages and disadvantages of each program on the worksheet.		
1. After each student has completed a career plan and listed alternate training routes on the worksheets provided, arrange for him/her to meet with a counselor to review and validate the plan in terms of past grades and courses completed, course requirments, academic potential and personality characteristics. 2. Students will tape record or write out his/her plan of action so that his/her plan can be presented to the instructor/counselor and parents. 3. The plan presented must include advantages and disadvantages of the alternate training routes.	.Counselor designed worksheets .Career Planning Folder	The student will fill in the appropriate places in his/her Career Planning Folder.

COMPONENT 2.0 EDUCATION, WORK AND LEISURE ALTERNATIVES GRADE LEVEL 9-12

MAJOR OBJECTIVE 2.5 THERE ARE MANY TRAINING ROUTES TO JOB ENTRY

CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
2.5.6 Formulate and execute a plan for career training utilizing available secondary school course and/or other alternate training routes.	All	Enrolled in career/occupational preparation programs.

SUGGESTED LEARNING ACTIVITY	RESOURCES	ASSESSMENT STRATEGIES
1. The teacher and/or counselor will provide students with a program that describes all the courses in the high school that teach entry-level (salable) job skills. The teacher and/or counselor will next present to students in a group setting the advantages of graduating from high school with entry-level job skills, stressing advantages of this for students having to work their way through college. The teacher should then contact a counselor and ask him/her to provide each student in your class with a copy of each student's transcript or Career Planning Folder. After reviewing grades, interests, skill courses offered and the entry-level job it will prepare the student for, each will then write a plan or record their selection in the Career Planning Folder.	.Career Planning Folder .High school student handbook .Departmental Curriculum Guides .All pertinent information in the Career Resource Center	Each student will complete the appropriate section in his/her Career Planning Folder and will be enrolled in a training course(s) that will help prepare him/her for his/her occupational/career choice.

RESOURCES

GRADE LEVEL 9-12 2.0 EDUCATION, WORK AND LEISURE ALTERNATIVES

BOOKS

Aim High
Complete Series of Books
Richards Rosen Press, Inc.

American Trade Schools Directory
Croner Publications Inc
1976

An Analysis of Fifteen Occupational Clusters Identified by the U.S. Office of Education
Grayson County College
1972

Apprenticeship Training in the 1970's: Manpower Research Monograph #37
U. S. Department of Labor
1974

Arco Careers Books
Over 200 Civil Service Test Books in series
Arco Publishing Co., Inc.

Art Career Guide
Donald Holden
Watson-Guptill Publications
1973

Barron's Handbook of American College Financial Aid
Barron's Educational Series, Inc

Barron's How To Prepare for College Entrance Examinations (SAT)
Baron's Educational Series, Inc
1975

Barron's How To Prepare for the High School Equivalency Examination (GED)
Barron's Educational Series, Inc.
1974

Business and Office
Choosing Your Career
1974

Career Choice and Career Preparation
Schill and Nichols
Interstate Printers and Publishers, Inc.
1970

Career Education in Appalachian Maryland
Maryland State Department of Education
1974

Career Education Program Vol II
Houghton Mifflin

Career Exploration and Planning
Houghton Mifflin

Careers for the 70's: Conservation
Dodd
Crowell-Collier Press
1971

RESOURCES

GRADE LEVEL 9-12 2.0 EDUCATION, WORK AND LEISURE ALTERNATIVES (page 2)

BOOKS (con't)

Careers for Tomorrow
Complete Series of Books
J. Weston Walch

Career Information Center
12 volumes
Visual Education Corp

Careers in Aviation in the Sky and on the Ground
Lothrop, Lee and Shepard Co.
1975

Careers in California State Government
California State Personnel Board

Careers in Communications Media
U. S. Office of Education, Oregon
1975

Careers in Depth
Complete series of books
Richards Rosen Press, Inc.

Careers in the Outdoors
E. P. Dutton & Co., Inc.
1975

Career Opportunities for Technicians & Specialists
6 Volumes
J. G. Ferguson Publishing Co.

Career Related Math Units
Robbinsdale Area Schools
1973

Choosing a College in California
Chronicle Books
1974

Clarifying Values Through Subject Matter
Harmin, Kuschenbaum, and Simon
Adirondack Mt. Humanistic Education Center
1973

College Catalogs
Any College

College Entrance Examination
Practice for PSAT and SAT
Barnes and Noble, Inc.

College Entrance Examination Board Manual for Financial Aid Officers
College Entrance Examination Board

Comparative Guide to American Colleges
Harper and Row Publishers, Inc
1972

Comprehensive Career Education System
Curriculum Development Model K through 12
Learning activities in all subject areas
Educational Properties

RESOURCES

GRADE LEVEL 9-12 2.0 EDUCATION, WORK AND LEISURE ALTERNATIVES (page 3)

BOOKS (con't)

Concise Handbook of Occupations
Costello and Wolfson
J. G. Ferguson Publishing Co
1974

Curriculum Careering: A Career Education Gamebook
Chronicle Guidance Publications, Inc.
1974

Deciding
Student Book and Leader's Guide
College Entrance Examinations Board
1972

Decisions and OUtcomes
Student Book and Leader's Guide
College Entrance Examination Board
1973

Dictionary of Occupational Titles
U. S. Government Printing Office

Directory of Health Careers
Hospital Council of Southern California
1975

Einstein's Handbook to College Admissions
Grosset and Dunlap

Encyclopedia of Careers and Vocational Guidance
2 Vol
J. G. Ferguson Publishing Co.

Exploring Careers in Child Care
McKnight Publishing Co.
1974

Food Service Careers
Charles A. Bennett Co., Inc.
1974

Get A Job
Human Resource Development Press
1975

Getting a Job
Lear Siegler, Inc/Fearon Publishers
1973

Guidance Series Booklets
Science Research Associates

Guide to Four-Year College Majors
Chronicle Guidance Publications, Inc.

Guide to Two-Year College Majors
Chronicle Guidance Publications, Inc.

Handbook of Job Facts
Science Research Associates, Inc.

Health Careers Guidebook
U. S. Government Printing Office

RESOURCES

GRADE LEVEL 9-12 2.0 EDUCATION, WORK AND LEISURE ALTERNATIVES (page 4)

BOOKS (con't)

Hello World (8 books)
Business Services
Communications
Environmental Control
Food & Lodging Services
Health Services
Marketing
Technical Services
Transportation
Field Educational Publications, Inc.
1973

High School Equivalency Diploma Tests (GED)
Arco Publishing Co., Inc.
1972

How To Beat the Establishment and Get That Job
Apple/One Publishing Co.

How To Do It (A Guide for Preparing Your Resume)
State of California Employment Development Dept.
1975

How To Go About Getting a Job With a Future
Grosset & Dunlap Publishers

How To Prepare for College
David White Co.

I Can Be Anything
Mitchell
College Entrance Examination Board
1975

Jobs in Agriculture
Houlehen
Lothrop, Lee and Shepard Co.
1974

Jobs in Marine Science; Commercial Fishing, Marine Construction and Salvage
Lothrop, Lee and Shepard Co.
1974

Job Resumes: How To Write Them; How to Present Them
Grosset & Dunlap Publishers

Learning Units for Module Development
After High School--What?
How To Choose a College
How to Finance College
Getting A Job
Channing L. Bete Co., Inc.
1975

Lovejoy's Career and Vocational School Guide
Simon and Schuster

Making Value Juegements: Decisions for Today
Charles E. Merrill Publishing Co.
1972

RESOURCES

GRADE LEVEL 9-12 2.0 EDUCATION, WORK AND LEISURE ALTERNATIVES (page 5)

BOOKS (con't)

Matching High School Graduates to Jobs
World Trade Academy Press, Inc.

Medical Careers Planning
Bureau of Health and Hospital Careers Counseling

Medical School Admissions Requirements
USA and Canada
Association of American Medical Colleges

Merchandising Your Job Talents
U. S. Government Printing Office

Messner Career Books
Complete Series
Julian Messner

Mini-Units Health Service Cluster
Who's Who In A Hospital
Physical Therapy
Occupational Therapy
Speech/Hearing Problems
Nurses Wanted
You/Your Pharmacist
Channing L. Bete Co., Inc.
1975

National Guidance Handbook: A Guide to
Vocational Education Programs
Science Research Associates
1975

New Careers for Social Workers
Henry Regency Company
1974

New Rochester Occupational Reading Series - The
Job Ahead
Science Research Associates

Nontraditional Careers for Women
Splaver
Julian Messner
1974

Occupational Guidance Booklets
Finney Company
1975

Occupational Outlook for College Graduates
U. S. Government Printing Office

Occupational Outlook Handbook
U. S. Government Printing Office

Para-Professions
Splaver
Julian Messner
1974

Preparation for the High School Equivalency
Examination (GED)
Cowles Book Co., Inc.
1972

RESOURCES

GRADE LEVEL 9-12 2.0 EDUCATION, WORK AND LEISURE ALTERNATIVES (page 6)

BOOKS (con't)

Private Independent Schools; The American Private Schools for Boys and Girls
Bunting and Lyon, Inc.

Resumes That Get Jobs
Arco Publishing Co., Inc.
1975

Scholastic Aptitude Test (SAT) for College Entrance
Simon and Schuster

Student Aid Annual
Chronicle Guidance Publications, Inc.

Ten Weeks To A Better Job
Doubleday & Co., Inc.
1972

The Annual Guide to Undergraduate Study
Peterson's Gudies, Inc.

The Art of Developing A Career Life Skills Series
Carkhuff Associates Inc.
1974

The College Blue Book (4 volumes)
Degrees Offeres by Colleges and Subjects
U. S. Colleges: Narrative Descriptions
Occupational Education
U. S. Colleges: Tabular Data
CCM Information Corp.

The College Handbook, Vol I & II
College Entrance Examination Board
Latest Edition

The Guide to Career Education
Quadrangle/The New York Times Book Co.
1975

The Insiders Guide to the Colleges
Berkley Publishing Corp.

The National Guidance Handbook
Science Research Associates, Inc.

The New Job: How To Prepare For and Pass the Interview, How To Profile and Write the Letter of Introduction and Resume
ORB Enterprises
1974

The Occupational Thesaurus, Vol I & II
Lehigh University
Latest Edition

VGM Series (33 books on Vocational Guidance)
Vocational Guidance Manuals

Vocational Behavioral Objectives
Westinghouse Learning Corp.

What Can I Do With A Major In . . . .?
Saint Peter's College Press
1975

RESOURCES

GRADE LEVEL 9-12 2.0 EDUCATION, WORK AND LEISURE ALTERNATIVES (page 7)

BOOKS (con't)

What Color Is Your Parachute?
Ten Speed Press
1976

Where Do I Go From Here With My Life?
The Seabury Press
1974

Why and How To Prepare An Effective Job Resume
World Trade Academy Press, Inc.
1972

Working - People Talk About What They Do All Day and How They Feel About What They Do
Pantheon Books
1974

You Can Be A Plumber
Lothrop, Lee and Shepard Co.
1974

CASSETTE TAPES

Career Clusters Cassette Program
Lakeshore Curriculum Materials

Career Tapes Program
MacMillan Library Services

Listen to Learn
Eye Gate

Living and Working in Our Social and Economic World Sets 1 & 2
Garcia Rostvold Publications
1974

Working in the Real World Cassette Series
Lakeshore Curriculum Materials

CHARTS

Career Skills Matrix
Westinghouse Learning Corp.

COMPUTER PROGRAMS

CVIS - Computerized Vocational Information System
Huntington Beach Union High School District

Guidance Information System
Houghton Mifflin

FILMS

Basic Job Skills: Handling Responsibility
Coronet Instructional Media

Business Machine Operations
Sterling Educational Films

Basic Job Skills: Working With Money
Coronet Instructional Media
1975

RESOURCES

GRADE LEVEL 9-12 2.0 EDUCATION, WORK AND LEISURE ALTERNATIVES (page 8)

FILMS (con't)

Careers in Emerging Medicine
Oxford Films

Careers in Firefighting
Oxford Films

Choosing Changes
Agency for Instructional Television

Cooks, Chefs and Related Occupations
Sterling Educational Films

Early Childhood Education: The Pre-School
Oxford Films

Hospital Careers
Oxford Films

Jobs in Cosmetology
Sterling Educational Films

Jobs in Drafting
Sterling Educational Films

Jobs in Health
Sterline Educational Films

Jobs in Sheet Metal Trades
Sterling Educational Films

Jobs in Small and Major Electric Appliance Repair
Sterling Educational Films

Jobs in the Automotive Trades
Sterline Educational Films

Jobs in the Baking Industry
SterlineEducational Films

Job Opportunities
Encyclopedia Britannica Eeducational Corp

Job Opportunities in Hotels and Motels
Sterling Educational Films

Job Opportunities in Sales and Merchandising
Sterline Educational Films

My First Job: Checker-Cashier
Coronet Instructional Media

My First Job: Department Store Clerk
Coronet Instructional Media

My First Job: Drugstore Clerk
Coronet Instructional Media

My First Job: Food Services
Coronet Instructional Media

My First Job: Service Station Attendant
Coronet Instructional Media

RESOURCES

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FILMS (con't)

My First Job: Stock Clerk
Coronet Instructional Media

Opportunities in Welding
Sterling Educational Films

Opportunities in the Machine Trades
Sterling Educational Films

Planning Ahead: The Racer
Agency for Instructional Television

The Library of Career Counseling Films
The World of Work
Is A Career As a Technician for You?
Is a Career in the Health Services for You?
Is a Sales Career For You?
Is a Career in Machining for You?
Is a Career in the Service Industries for You?
Is a Career in Government for You?
Is a Career in Radio or Television for You?
Is a Career in the Hotel or Motel Business for You?
Is a Career in Finance, Insurance or Real Estate for You?
Is a Career in Electronics Manufacturing for You?
Is a Career in Clerical Work for You?
Is a Career in the Professions for You?
Is a Career in Management for You?
Is a Career in Business Administration for You?
Is a Career in the Restaurant Business for You?
Is a Career in the Social Sciences for You?
Is a Career in Banking for You?
Is a Career in Motor Vehicle or Equipment Manufacturing for You?
Is a Career in Motor Freight Transportation for You?
Is a Career in the Textile or Apparel Industry for You?
Is a Career in the Natural Sciences for You?
Is a Career in the Aero-Space Industry for You?
Is a Career in the Telephone Business for You?
How a Career Develops
Is a Career in Structural Work for You?
Is a Career in Industrial Chemicals for You?
Is a Career in the Electric Power Industry for You?
Is a Career in the Performing Arts for You?
Is a Career in Processing for You?
Is a Career in Fishing or Forestry for You?
Is a Career in Food Preparation for You?
Is a Career in Civil Aviation for You?
Is a Career in Bench Work for You?
Is a Career in Atomic Energy for You?
Is a Career in Iron and Steel for You?
Is a Career in the Pulp and Paper Industry for You?
Is a Career in Mining, Petroleum or Gas Production for You?
Is a Career in Agri-Business for You?
Is a Railroad Career for You?
Counselor Films, Inc.

To Be Growing Older
Circle of Life Series
Billy Budd
1973

RESOURCES

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FILMS (con't)

Today's Newspaper
Oxford Films

FILM LOOPS

A Career That Moves
Doubleday Multimedia

Air Conditioning & Refrigeration Mechanic
Job Opportunity Series
Encyclopedia Britannica Educational Corp
1970

Air Force Jobs - Electronics Aptitude Area 3
U. S. Air Force Recruiting Office

Air Force Jobs - Mechanical Aptitude Areas
U. S. Air Force Recruiting Office

Airplane Mechanics
Job Opportunity Series
Encyclopedia Britannica Educational Corp.

Appliance Servicemen
Job Opportunity Series
Encyclopedia Britannica Educational Corp.
1970

Assembly Occupations
Job Opportunity Series
Encyclopedia Britannica Educational Corp
1970

Bricklayers
Job Opportunity Series
Encyclopedia Britannica Educational Corp.
1970

Careers (Series)
Agribusiness
Clerical
Communications
Construction
Education
Government Services
Health Services
Leisure Industries
Mechanical
Sales
Services - General
Technicians
Doubleday Multimedia

Careers in Aerospace
Eye Gate

Carpenters
Job Opportunity Series
Encyclopedia Britannica Educational Corp.
1970

Cooks and Chefs
Job Opportunity Series
Encyclopedia Britannica Educational Corp.
1970

RESOURCES

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FILM LOOPS (con't)

Cosmetologists
Job Opportunity Series
Encyclopedia Britannica Educational Corp.
1970

Customer Service Occupations
Job Opportunity Series
Encyclopedia Britannica Educational Corp.
1970

Dental Assistants
Job Opportunity Series
Encyclopedia Britannica Educational Corp.
1970

Dental Hygienists
Job Opportunity Series
Encyclopedia Britannica Educational Corp.
1970

Find Yourself, Then Your Job
Doubleday Multimedia

Gasoline Service Station Attendants
Job Opportunity Series
Encyclopedia Britannica Educational Corp.
1970

Licensed Practical Nurse
Job Opportunity Series
Encyclopedia Britannica Educational Corp.
1970

Making A Choice
Doubleday Multimedia

Medical Lab Technician
Job Opportunity Series
Encyclopedia Britannica Educational Corp.
1970

Operating Engineers
Job Opportunity Series
Encyclopedia Britannica Educational Corp.
1970

Opportunities for Training
Doubleday Multimedia

Painters and Paperhanders
Job Opportunity Series
Encyclopedia Britannica Educational Corp.
1970

Plumbers and Pipefitters
Job Opportunity Series
Encylcopedia Britannica Educational Corp.
1970

RESOURCES

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FILM LOOPS (con't)

Policemen and Policewomen
Job Opportunity Series
Encyclopedia Britannica Educational Corp.
1970

Postal Clerks
Job Opportunity Series
Encyclopedia Britannica Educational Corp.
1970

Registered Porfessional Nurses
Job Opportunity Series
Encyclopedia Britannica Educational Corp.
1970

Routemen
Job Opportunity Series
Encyclopedia Britannica Educational Corp.
1970

Skills for a Lifetime
Doubleday Multimedia

Stewardess
Job Opportunity Series
Encyclopedia Britannica Educational Corp.
1970

Surveyors
Job Opportunity Series
Encylcopedia Britannica Educational Corp.
1970

Technicians In a Changing World
Doubleday Multimedia

Telephone Craftsmen
Job Opportunity Series
Encyclopedia Britannica Educational Corp.
1970

Telephone and PBX Installers and Repairmen
Job Opportunity Series
Encyclopedia Britannica Educational Corp.
1970

Television and Radio Service Technicians
Job Opportunity Series
Encyclopedia Britannica Educational Corp.
1970

Transmission and Distribution Occupations
Job Opportunity Series
Encyclopedia Britannica Educational Corp.
1970

Truck Mechanics and Bus Mechanics
Job Opportunity Series
Encyclopedia Britannica Educational Corp.
1970

Waiters and Waitresses
Job Opportunity Series
Encyclopedia Britannica Educational Corp.
1970

RESOURCES

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FILM LOOPS (con't)

Welders, O_2 and Arc Cutters
Job Opportunity Series
Encyclopedia Britannica Educational Corp.
1970

Women in Careers
Doubleday Multimedia

FILMSTRIPS

All About Banking
Schloat Productions
1975

Are You Looking Ahead?
Eye Gate

Art Careers in Advertising
Educational Dimensions

Basic Office Practices and Procedures
Eye Gate

Better Choice, Better Chance: Selecting a High School Program
Guidance Associates

Black Americans at Work
Coronet

Building Trade Workers
Eye Gate

Cabbages to Kings and Various Things
Retailing Industry
Bowmar

Career as Advertising Artist
Lakeshore Curriculum Materials

Career Clusters and the World of Work
Educational Properties

Career Directions: High School as a Tryout
Guidance Associates

Career Education Clusters
USOE 15 clusters
Westinghouse Learning Corp.

Career Information Library
300 Short Filmstrips on Various Careers
Hoffman

Career Mini-Strips
Westinghouse Learning Corp.

Career Training Through The Armed Forces
Pathescope Educational Media, Inc.

Career Values: What Really Matters to You
Guidance Associates

RESOURCES

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FILMSTRIPS (con't)

Careers in . . .
- Agriculture
- Automotive Service and Repair
- Banking and Insurance
- Beauty and Fitness
- Business Administration
- Business Office Skills
- Community Service
- Computers
- Conservation
- Construction
- Education
- Electronics
- Engineering
- Fashion and Textiles
- Food Service
- Graphic Arts
- Health Services
- Journalism
- Law Enforcement
- Leisure Time Industry
- Nursing
- Public Utilities
- Repair Work
- Sales
- Show Business
- Social Work
- Transportation
- Government Service

Pathescope Educational Media, Inc.

Careers in Aerospace
Eye Gate

Careers in Cartooning and Animation
1976

Careers in Child Care and Youth Guidance
Butterick Publishing Co.
1975

Careers in Communications
Educational Dimensions Corp.
1976

Careers in Drafting
Educational Dimensions Corp.

Careers in Engineering
Schloat Productions
1975

Careers in Environmental Management
Coronet

Careers in Fashion Design
Educational Dimensions

Careers in the Fashion Industry
Butterick Publishing Co.
1974

Careers in Film Making
Educational Dimensions

RESOURCES

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FILMSTRIPS (con't)

Careers in Hotel and Resort Industry
Educational Dimensions
1975

Careers in Illustration
Educational Dimensions

Careers in Interior Design
Educational Dimensions

Careers in Law & Law Enforcement
Schloat Productions

Careers in Photography
Educational Dimensions

Careers in Set Design
Educational Dimensions

Careers in Television
Educational Dimensions

Careers in the Building Trades, Set 1
Carpentry
Plumbing
Refrigeration
Bricklaying
Educational Dimentions Corp.

Careers in the Building Trades, Set 2
Electrician
Glazier
Operating Engineer
Metalworker
Educational Dimensions Corp.

Careers in the Fine Arts
Educational Dimensions

Careers in the Graphic Arts
Educational Dimensions

Careers in the World of Computers
Educational Dimensions

Careers - The Paraprofessional
Complete Series of 6 Filmstrip Programs
Multi-Media Productions, Inc.
1975

Career TRaining: How What Where?
Westinghouse Learning Corp.

Choosing a College
Lakeshore Curriculum Materials

Choosing a Vocation
Lakeshore Curriculum Materials

Choosing a Vocation/Multi Media Set
Educational Dimensions Corp

RESOURCES

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FILMSTRIPS (con't)

Compassion for People
Health Service Field
Bowmar

Crossroads: Home Economics and the Working World
Schloat Productions
1975

Dropping Out: Road to Nowhere
Guidance Associates

Education for Occupations
Eye Gate

Exploring Careers, Group 1 -
Communications and Transportation
Singer/SVE

Exploring Careers, Group 2 -
Service and Health Occupations
Singer/SVE

Exploring Careers, Group 3 -
Environmental Control and Marine Science
Singer/SVE

Exploring Careers, Group 4 -
Consumer and Homemaking
Singer/SVE

Exploring Careers, Group 5 -
Manufacturing and Construction
Singer/SVE

Exploring Careers, Group 6 -
Hospitality and Recreation
Singer/SVE

Exploring Careers, Group 7 -
Marketing/Distribution and Business Office
Singer/SVE

Exploring Careers, Group 8 -
Agribusiness and Natural Resources
Singer/SVE

Exploring Careers, Group 9 -
Personal Services and Fine Arts/Humanities
Singer/SVE

Finding Your Job
Eye Gate

Foundations for Occupational Planning
Singer/SVE
1967

Going to College Series
McGraw Hill Book Co.

Graphic Careers in Advertising
Educational Dimensions

RESOURCES

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FILMSTRIPS (con't)

Home Economics
Educational Dimensions
1975

Hospital Job Opportunities
Eye Gate

It's Your Future
Eye Gate

Job Attitudes Program
Lakeshore Curriculum Materials

Job Opportunities Now - Group 1
Singer/SVE

Job Survival Skills Filmstrips
Singer/SVE

Jobs and Gender
Guidance Associates

Jobs for the Now Generation
Jobs for High School Students
Bowmar

Jobs For You: It's Happening in Home Economics
Guidance Associates

Jobs in Automotive Services
Coronet

Jobs in Data Processing
Coronet

Jobs in Health Services
Coronet

Jobs in Printing
Coronet

Life Style 2000: An Inquiry Into the Future
Inquiry Audio Visuals

Livelyhoods: Careers for Your Lifestyle
Houghton Mifflin

Making It in Construction
Lakeshore Curriculum Materials

Making It in Environmental Sciences
Lakeshore Curriculum Materials

Making It in Food Services
Lakeshore Curriculum Materials

Making It in Government
Lakeshore Curriculum Materials

Making It in Humas Services
Lakeshore Curriculum Materials

Making It in Your Own Business
Lakeshore Curriculum Materials

RESOURCES

GRADE LEVEL 9-12 2.0 EDUCATION, WORK AND LEISURE ALTERNATIVES (page 18)

FILMSTRIPS (con't)

Man Has Wings
Aerospace Careers
Bowmar

Non-Traditional Careers for Women
Pathescope Educational Media, Inc.

People Who Create Art
Guidance Associates
1972

People Who Influence Others
Guidance Associates

People Who Make Things
Guidance Associates
1972

People Who Organize Facts
Guidance Associates
1972

People Who Work in Science
Guidance Associates
1972

Selecting a Vocation
Coronet

The A.B.C.'s of Getting and Keeping a Job
Eye Gate

The Age of Electronics
Bowmar

The Agribusiness
Educational Dimensions Corp
1976

The College Orientation Series
Guidance Associates

The Fascinating World of Work
Career Awareness Series - 15 occupations
National Career Consultants, Inc.

The Money Tree
Banking and Finance Careers
Bowmar

The Nation's Builders
Construction Careers
Bowmar

The People Profession: Careers in Home Economics
Guidance Associates

The Paraprofessional Complete Program
Lakeshore Curriculum Materials

Trees for 2001
Guidance Associates

Writing Careers in Advertising
Educational Dimensions

RESOURCES

GRADE LEVEL 9-12 2.0 EDUCATION, WORK AND LEISURE ALTERNATIVES (page 19)

GAMES AND SIMULATIONS

Career Bingo Game
Popeye Career Awareness Program
King Features
1974

Career Games
Educational Progress

Careers Game
Parker Brothers, Inc.
1971

Life Career
Western Publishing Co., Inc.
1969

The Peter Principle Game
Antler Productions
1973

MEDIA KITS

Applications and Forms Series
Interpretive Education

Assessment of Career Development
Houghton Mifflin

Career Development Laboratory
Educational Progress

Career Development
J. C. Penney Co., Inc.

Career Directions
Changing Times Education Service

Career Decisions
Finding, Getting and Keeping a Job
J. C. Penney Co., Inc.

Career Information Kit
Science Research Associates

Career Lab: A Career Exploration Program
Westinghouse Learning Corp.

Career Opportunities Boxes
Subject Areas: English, Social Studies, Mathematics, Foreign Languages, Science
Houghton Mifflin
1975

Career Planning Program
Houghton Mifflin

College View Deck
Chronicle Guidance Publications, Inc.
1976

Discovery: A Career Education Program
Scholastic Book Services

Exploring Careers
Abt Publications

RESOURCES

GRADE LEVEL 9-12 2.0 EDUCATION, WORK AND LEISURE ALTERNATIVES (page 20)

MEDIA KITS (con't)

Job Experience Kit
Science Research Associates

Job Survival Skills Program
Singer/SVE

Keys - Career Exploration
Science Research Associates

Occupational Exploration Kit
Science Research Associates

Occupational View Deck
Chronicle Guidance Publications
1976

Plan
Westinghouse Learning Corp.

WORK - Widening Occupational Roles Kit
Science Research Associates

MICROFORM

Occupational Microfile
Chronicle Guidance Publications
1976

VIEW - Vital Information for Education and Work
Orange County Department of Education

FLAT PICTURES - POSTERS

Career Education Bulletin Board Displays
Career Fields #1 through #6
Career Guidance Media
1976

Occupational Cluster Posters
Houghton Mifflin

PRINTED MEDIA, NON-BOOK

Advertising - A Guide to Careers in Advertising
American Association of Advertising Agencies

All About Jobs
Lakeshore Curriculum Materials

A New Image for Vocational Education
Arizona State Department of Education
1975

Apprenticeship News
California Dept. of Industrial Relations
Division of Apprenticeship Standards

RESOURCES

GRADE LEVEL 9-12 2.0 EDUCATION, WORK AND LEISURE ALTERNATIVES (page 21)

PRINTED MEDIA, NON-BOOKS

Career Awareness Program Starring Popeye the Sailor
King Features
1974

Career Development Program
Science Research Associates

Career Education Activities
Science Research Associates

Career Education Digest
Educational Properties, Inc.

Career Education for Leisure Occupations
University of Kentucky
1973

Career Exploration Activity Cards
Lakeshore Curriculum Materials

Career Exploratory Kit
Careers Inc.
1975

Career Opportunity Boxes
Hougton Mifflin

Career Research Monographs
Complete set - 55 groups - 292 Career Booklets
The Institute for Research
1976

Complete Guide to U. S. Civil Service Jobs
Lakeshore Curriculum Materials

File of Facts
Chronicle Guidance Publications
1976

How to Get Into College and Stay There
Science Research Associates

How to Select A Private Vocational School
American Personnel and Guidance Association

Job Family Series
Science Research Associates
1975

Junior Guidance Series Booklets
Science Research Associates

Learning Occupational Objectives Kit
Chronicle Guidance Publications
1976

Nursing Outlook
Educational Services Division

Occupational Awareness Mini Briefs
Lists of careers that relate to course study
Occupational Awareness

Occupational Briefs
Chronicle Guidance Publications
1976

RESOURCES

GRADE LEVEL 9-12 2.0 EDUCATION, WORK AND LEISURE ALTERNATIVES (page 22)

PRINTED MEDIA, NON-BOOK (con't)

Occupational Outlook Reprint Series
U. S. Government Printing Office
1975

Popeye Career Awareness Library
Lakeshore Curriculum Materials

People Working Today
Janus Book Publishers

Ready Reference to Occupations
Chronicle Guidance Publications
1976

Teenage Jobs
Lakeshore Curriculum Materials

The National Apprenticeship Program
U. S. Department of Labor
Manpower Administration

What to Do After High School
Science Research Associates

Where Do I Go From Here?
Science Research Associates

Work-Life
U. S. Department of Labor

Your Future in Automotive Service
Lakeshore Curriculum Materials

Your Future in Broadcasting
Lakeshore Curriculum Materials

Your Future in Publishing
Lakeshore Curriculum Materials

SLIDES

Hard Choices: Strategies for Decision Making
Center for Humanities
1975

SPIRIT MASTERS

After High School What
Lakeshore Curriculum Materials

Career Exploration
Lakeshore Curriculum Materials

Career Math
Lakeshore Curriculum Materials

STUDY PRINT

California Occupational Guides
California Employment Development Department

Desk Top Kits
Careers, Inc.

RESOURCES

GRADE LEVEL 9-12 2.0 EDUCATION, WORK AND LEISURE ALTERNATIVES (page 23)

STUDY PRINTS (con't)

Occupational Exploration Kit
Science Research Associates, Inc.

Occupational Outlook Reprint Series
U. S. Department of Labor
Bureau of Labor Statistics

STUDENT BOOKS

Career Awareness Program
King Features

Career World
Curriculum Innovations, Inc.

Finding Your Job
Finney Co.

Get a Job
Human Resource Development Press, Inc.

Off to College
Off to College, Order Fulfillment Office

TESTS AND MEASUREMENTS

Agribusiness Achievement Test
Houghton Mifflin

Appraisal of Occupational Aptitudes
Houghton Mifflin

Knowledge of Occupations Test
Westinghouse Learning Corp

TRANSPARENCIES

Knowledge Needed to Obtain Work
Science Research Associates

TEACHER'S GUIDES

Apprenticeship and CETA
U. S. Department of Labor
1973

Career Curriculum Ideas
Indiana Career Resource Center

Career Education Through the Social Studies Discipline
Indiana Career Resource Center

Careers in Education
U. S. Office of Education
1973

COMPONENT 3.0 LIFESTYLE AND PERSONAL SATISFACTION GRADE LEVEL 9-12

MAJOR OBJECTIVE 3.1 WORK MEANS DIFFERENT THINGS TO DIFFERENT PEOPLE.

CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
3.1.1 Identify the rewards of a variety of occupations.	Soc. Stds. Ind. Ed. Business Home Ec. Guidance English	Occupations/careers produce a variety of rewards.
3.1.2 List work values of a variety of workers.	All	Work Values, from Super's Work Values, Altruism, Esthetic, Creativity, Intellectual Stimulation, Achievement, Independence, Prestige, Management, Economic Returns, Security, Surroundings, Supervisory Relations, Associates, Way of Life, and Variety.
3.1.3 Identify the potential careers related with course offerings.	All	Course offerings are related to potential careers.
3.1.4 Explain how his/her personality and values will affect the degree of satisfaction he/she might feel in different jobs.	Guidance Soc. Stds. English Ind. Ed. Agricul.	One's occupational role affects one's attitudes towards self, family, friends and community.

SUGGESTED LEARNING ACTIVITY	RESOURCES	ASSESSMENT STRATEGIES
1. Job exploration using CVIS, VIEW decks 2. Interviews with people in various occupations.	.VIEW deck .CVIS .Community members .Career Planning Folder	The teacher will observe the quality of discussion and answers to questions posed from a list.
1. Each teacher can request the counselor to have each student take a work values assessment and interpret it to the class as a whole followed by having each record in his/her Career Planning Folder. After the interpretation, show a film/filmstrip that depicts a number of occupations. After the showing have the students record the work values of each.	.Super's Work Values Inventory .Guest speakers .Filmstrip, "Values, Attitudes & Goals" .Studs Terkel Working	Each student will identify the values of a variety of workers (welder, architect, politician, cook, salesman, etc.)
1. Each teacher might prepare a bulletin board on occupations related to his/her subject being taught. From the bulletin board groupings he/she needs to discuss the related skills needed for entry into the occupations used.	.Career Resource Center .College catalogues .VIEW .Counselors .Career Resource Center Technician	The teacher can include in his/her exam or assessment, a question for students to answer on listing potential occupations with the subject taken.
1. The teacher might arrange to take his/her class to the Career Resource Center. During this time, each student can take the Myers-Briggs Work values. After the interpretation and after recording in his/her Career Planning Folder, the student will do an occupational search identifying tentative choices that match his/her personality type and work values.	.Chronicle Guidance .VIEW deck .Occupational Exploration Kit .CVIS .Myers-Briggs Personality Type Inven. .Super's Work Values Inventory .Vernon-Allport Study of Values Inventory .Edwards: Personal Preference Sur. .Career Planning Folder	Each student will record the personality inventory and value inventory results with corresponding occupational possibilities in his/her Career Planning Folder.

COMPONENT 3.0 LIFESTYLE AND PERSONAL SATISFACTION GRADE LEVEL 9-12

MAJOR OBJECTIVE 3.2 WORK MEANS DIFFERENT THINGS TO DIFFERENT PEOPLE.

CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
3.1.5 Identify the relationship between his/her tentative occupational choice and his/her preferred lifestyle.	Guidance Soc. Stds. English	Rewards of an occupation relate to desired lifestyle.
3.1.6 State the degree and kinds of satisfaction he/she might expect if working for his/herself, working for another individual, working for a large organization, or working for the government.	English Soc. Stds. Guidance	Occupations offer different rewards: freedom, security (tenure, senority), benefits (health, education, retirement), time, self-expression, need fulfillment, mobility.
3.1.7 Verbalize how his/her academic, interpersonal and communication skills relate to his/her job choice.	Soc. Stds. English Guidance	Identify his/her worker traits

SUGGESTED LEARNING ACTIVITY	RESOURCES	ASSESSMENT STRATEGIES
1. The teacher and/or counselor will lead a small group discussion on "Why is it important to choose work I want to do-and-not choose a job I don't like."	.Doubleday Multimedia filmstrip series on Lifestyles .Filmstrip "Vocational Decision" .Decision making units .Decisions and Outcomes .Career Planning Folder .Choosing One's Career by Guidance Assoc.	The teacher will record contributions of students in discussions and/or might include on an examination, an appropriate question(s) on occupation selection vs. desired lifestyle.
1. The teacher can start the discussion on the rewards of teaching listing these on the board. Next, ask students to identify the rewards of being self-employed; working for one person; working for a company; and, working for the government.	.Community employers .Reading autobiographies .Federal, state and municipal civil service brochures.	Each student will identify the rewards associated with self-employment and working for an individual, a large company and a government.
1. The teacher and/or counselor can use a small group discussion method to allow each student to state his/her worker traits. Method might be having each student write on an 8½x11 blank paper, the following: 1) name 2) best academic skills 3) best interpersonal skills 4) best communication skills 5) occupation choice 6) second occupational choice 7) third occupational choice 8) Where I want to live 9) what I value in a job most 10) Rewards I want from work. Each student will pin/tape this sheet to his/her clothes. Then in a small group setting (4-6 students), each student will discuss what he/she has written down. When each student has		

COMPONENT 3.0 LIFESTYLE AND PERSONAL SATISFACTION GRADE LEVEL 9-12

MAJOR OBJECTIVE 3.2 WORK MEANS DIFFERENT THINGS TO DIFFERENT PEOPLE

CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
3.1.7 (cont'd)		
3.1.8 Complete a plan for increasing the degree to which his/her wants and needs will be served through his/her work.	Work. Exp. Guidance English Soc. Stds.	Planning work to meet his/her desired lifestyle.

SUGGESTED LEARNING ACTIVITY	RESOURCES	ASSESSMENT STRATEGIES
1. (cont'd) finished in the group, the papers will be passed around allowing time for each student to write on each others paper, any constructive comments or suggestions.		
2. The counselor and/or teacher will assist each student in completing his/her career and educational plans.	.Career Planning Folder .Educational planning information .Appropriate materials in the Career Resource Center	Each student will complete his/her Career Planning Folder and/or educational plan.

COMPONENT 3.0 LIFESTYLE AND PERSONAL SATISFACTION GRADE LEVEL 9-12

MAJOR OBJECTIVE 3.2 JOB SATISFACTION IS DEPENDENT ON HARMONIOUS RELATIONSHIPS BETWEEN WORKER AND WORK ENVIRONMENT

CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
3.2.1 Identify the characteristics of his/her environment.	English Soc. Stds Guidance	Self and school, home, friends, community. Values projected Attitudes projected Interrelations Work
3.2.2 List those environmental characteristics that he/she can influence or change.	English Social Studies Guidance	Self Characteristics: Interests — Motivation — Educational goals Attitudes — Self-concept — Work goals Valves — Vocational training roles — Recreation goals Achievement — Priorities — Living area Jobs — Dressing habits — Friends Personal Care — Interpersonal Comm. Skills
3.2.3 Identify his/her personal characteristics that might be influenced by the environment.	English Soc. Stds. Guidance	Values, dress, leisure time use, eating habits, friends, work, use of solitude, educational opportunities.
3.2.4 List a number of environments in which he/she would probably be in harmony.	Science English Soc. Stds. Guidance	Recognizing he/she has many potential environments available.

SUGGESTED LEARNING ACTIVITY	RESOURCES	ASSESSMENT STRATEGIES
1. The teacher can have students present a speech on "Your Environments" 2. Research and report on laws that limit his/her freedoms in his/her environment(s). 3. Read and discuss Black Like Me.	.Knapp Non-Verbal Techniques .Videotape unit and tapes .Audiotape recorder and tapes	Each student will list environmental factors in their life and/or identify laws that inhibit environmental growth.
1. The teacher can assign students role simulations on various lifestyles. 2. Compare "having money" with "not having money" and how it would affect your life style. 3. Write a paper "If I were disabled, how my life would be changed."	.Decisions and Outcomes .Filmstrip on "Self" .Filmstrips on "mankind and Society"	Each student can identify those environmental characteristics he/she thinks they would like to change.
1. The teacher can have a discussion on the definitions of self and self characteristics. Each student will then keep a personal record notebook for one week recording which/why/how his/her characteristics are influenced by his/her environments.	.View filmstrip "Self" and discuss .Myers-Briggs Personality Type Indicator .Super's Work Values	Each student will make a list of his/her personal characteristics and identify how each is influenced by his/her environment.
1. The teacher might present the concept of choosing environments to meet needs & wants. Follow with: 1) What is it like to be a ___? 2) What would it be like to live in Appalachia? New York City? New Orleans? 3) What would it be like to have no money or job? To have one million?	.Any books, magazines, films, filmstrips, cassette videotapes that present different environments of (not limited to this Country): home, school, work, recreational, social. Emphasis should be on careers, multicultural, multiethnic, and suburban vs. urban.	The student will list his environmental wants and then list one or more potential environments that match. Possible Environments School Quiet Friends Good Grades Etc.

COMPONENT 3.0 LIFESTYLE AND PERSONAL SATISFACTION GRADE LEVEL 9-12

MAJOR OBJECTIVE 3.2 JOB SATISFACTION IS DEPENDENT ON HARMONIOUS RELATIONSHIPS BETWEEN WORKER AND WORK ENVIRONMENT.

CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
3.2.5 Formulate a post high school plan that matches his/her interests, aptitudes, and attitudes with desired lifestyle and desired environments.	Guidance All	Career Planning
3.2.6 Demonstrate attitudes deemed essential for successful employment.	All	Punctuality Completing tasks Follow Directions Gets along with co-workers Willing to learn new skills

SUGGESTED LEARNING ACTIVITY	RESOURCES	ASSESSMENT STRATEGIES
1. The teacher advisor and/or counselor will help each student in planning for a tentative career. The instructor is encouraged to have student complete his/her Career Planning Folder.	.Career Planning Folder .Career Resource Center	Each student will complete his/her Career Planning Folder.
1. Each teacher will want to reinforce all positive attitudes for each student.	.School records .Work Experience Student Handbook .Decisions and Outcomes	The student will record his attitudes towards work in his/her Career Planning Folder.

COMPONENT 3.0 LIFESTYLE AND PERSONAL SATISFACTION GRADE LEVEL 9-12

MAJOR OBJECTIVE 3.3 JOB SPECIALIZATION CREATES INTERDEPENDENCE

CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
3.3.1 Explain how his/her career choice(s) and desired lifestyle intergrate.	English Soc. Stud. Guidance	Workers contribute to society. Lifestyle fulfills self needs and contributes to society.
3.3.2 Identify how his/her skills will be used to reach his/her desired life style.	English Soc. Stud. Guidance	Utilization of self characteristics.

SUGGESTED LEARNING ACTIVITY	RESOURCES	ASSESSMENT STRATEGIES
1. The teacher and/or counselor might consider utilizing small group exercises centered on "My Ideal Life Is" and/or "I Want To". After the group experiences, the teacher and/or counselor can have students complete a one or more page report on: "In ten years I would like". Students should be encouraged to be creative, e.g., instead of a paper, they can draw, do a collage, an audio tape, video tape, etc.	1. Doubleday Multimedia "Life Style" filmstrip series. 2. Decisions and Outcomes. 3. Tell It Like It Is. 4. Career Planning Folder. 5. LIFE 6. Group Leadership: A Handbook for Group Leaders. 7. Therapeutic Techniques 8. Group Facilitator Handbooks.	Each student will identify how his/her tentative occupational choice will facilitate his/her desired life style.
1. The class activity will center on the theme "Action vs. Reaction". Each student will prepare a paper with two lists: My skills | My desired life style The teacher will then brainstorm with the class the many possible ways students can reach their desired life styles. (Buying and selling property, going to school, moving, different kinds of employment, armed forces. After the brainstorming, each student will then select or create ways that utilize his/her skills in achieving his/her desired life style.	1. Career Planning Folder 2. Filmstrip on "Aptitudes" 3. Decisions and Outcomes 4. Tell It Like It Is	Each student will complete a plan to utilize his/her self characteristics to attain his/her desired life style.

COMPONENT 3.0 LIFESTYLE AND PERSONAL SATISFACTION GRADE LEVEL 9-12

MAJOR OBJECTIVE 3.3 JOB SPECIALIZATION CREATES INTERDEPENDENCE

CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
3.3.3 Plan a series of strategies utilizing his/her aptitudes and recognizing his/her attitudes to reach his/her expressed desired life style.	English Soc. Stu. Guidance	Planning (state outcomes, brainstorm strategies, collect information, select strategies, task analysis, evaluation.)

SUGGESTED LEARNING ACTIVITY	RESOURCES	ASSESSMENT STRATEGIES
The teacher might want to have the class to complete a planning unit using the following format: 1. Goals (desired life style) . Components=personal care and adornment. =Where and how place of living. =Friends/family =Work =Leisure =Intellectual activity . Contributors: =Physical being =Intellectual being =Social status =Emotional status =Financial 2. Self-characteristics (now) Aptitudes Attitudes Interests Values 3. Desired outcomes. In 5 years I want to _____ _____ 4. Alternative strategies (Brainstorm many ways to achieve outcomes.) 5. Collect information (from significant sources, or from materials) 6. Select strategies(that facilitate self characteristics. (cont)	Decisions and Outcomes CVIS Career Planning Folder Materials in Career Resource Center	Each student will complete his/her Career Planning Folder. or Each student will construct a plan to encompass from 2 to 5 years that will have strategies he/she can reasonably be expected to complete that will lead to his/her desired life style.

COMPONENT 3.0 LIFESTYLE AND PERSONAL SATISFACTION GRADE LEVEL 9-12

MAJOR OBJECTIVE 3.3 JOB SPECIALIZATION CREATES INTERDEPENDENCE

CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
3.3.3 (cont.)		

SUGGESTED LEARNING ACTIVITY	RESOURCES	ASSESSMENT STRATEGIES
7. Complete a task analysis (What will I do/when will I do it?) 8. Evaluation (How will I know I have met my desired outcomes?) This needs to be written up, read by the teacher, returned with comments and filed in his/her Career Planning Folder.		

RESOURCES

GRADE LEVEL 9-12 3.0 LIFESTYLE AND PERSONAL SATISFACTION

BOOKS

Art Career Guide
Holden
Watson Guptill Publications
1973

Career Education Program Vol III
Houghton Mifflin

Careers: Exploration and Decision
Prentice Hall Inc
1974

Comprehensive Career Education System,
Curriculum Development Model K through 12
Learning Activities in All Subject Areas
Educational Properties

Guidance Series Booklets
Science Research Associates

Making Value Judgements
Decisions for Today
Charles E. Merrill Publishing Co
1972

Meeting Yourself Halfway
Simon
Argus Communications

New Rochester Occupational Reading Series
The Job Ahead
Science Research Associates

Occupational Outlook Handbook
U. S. Department of Labor
Latest Edition

The Art of Developing A Career
Life Skills Series
Carkhuff Associates, Inc.
1974

The Occupational Thesaurus (2 Vol)
Lehigh University

COMPUTER PROGRAMS

CVIS - Computerized Vocational Information System
Huntington Beach Union High School District

CASSETTE TAPES

Career Tapes
MacMillan Library Services

Making Sense of Our Lives
Value Cassettes
Harmin
Argus Communications

On The Job Cassette Program
Lakeshore Curriculum Materials

RESOURCES

GRADE LEVEL 9-12 3.0 LIFESTYLE AND PERSONAL SATISFACTION (page 2)

FILMS

A City Awakens
Churchill Films
1971

Basic Job Skills: Handling Responsibility
Coronet Instructional Media

Basic Job Skills: Handling Criticism
Coronet Instructional Media

Find Yourself, Then Your Job
Doubleday Multimedia

Making A Choice
Doubleday Multimedia

Technicians in a Changing World
Doubleday Multimedia

Women in Careers
Doubleday Multimedia

FILM LOOPS

A Career That Moves
Doubleday Multimedia

Careers
- Agribusiness
- Clerical
- Communications
- Construction
- Education
- Government Services
- Health Services
- Leisure Industries
- Mechanical
- Sales
- Services - General
- Technicians

Doubleday Multimedia
(Each Film loop purchased separately)

FILMSTRIPS

Are You Looking Ahead?
Eye Gate

A Woman's Place
Schloat Productions

Babysitting: The Job--The Kids
Guidance Associates

Black Americans at Work
Coronet

Building Trade Workers
Eye Gate

Career Clusters and the World of Work
Educational Properties

RESOURCES

GRADE LEVEL 9-12 3.0 LIFESTYLE AND PERSONAL SATISFACTION (page 3)

FILMSTRIPS (con't)

Career Education Clusters (USOE 15)
Westinghouse Learning Corp.

Career Information Library
Hoffman

Careers in . . .
- Agriculture
- Automotive Service and Repair
- Banking and Insurance
- Beauty and Fitness
- Business Administration
- Business Office Skills
- Community Service
- Computers
- Conservation
- Construction
- Education
- Electronics
- Engineering
- Fashion and Textiles
- Food Service
- Government Service
- Graphic Arts
- Health Services
- Journalism
- Law Enforcement
- Leisure Time Industry
- Nursing
- Public Utilities
- Repair Work
- Sales
- Show Business
- Social Work
- Transportation

Pathescope Educational Media, Inc.

Careers and Lifestyles
Guidance Associates

Career Values: What Really Matters to You
Guidance Associates

Education for Occupations
Eye Gate

Finding Your Job
Eye Gate

Hospital Job Opportunities
Eye Gate

Jobs and Gender
Guidance Associates

Job Attitudes Program
Lakeshore Curriculum Materials Co.

Job Attitude Series
Guidance Associates

Jobs for High School Students
Guidance Associates

Job Opportunities Now - Group 1
Singer/SVE

RESOURCES

GRADE LEVEL 9-12 3.0 LIFESTYLE AND PERSONAL SATISFACTION (page 4)

FILMSTRIPS (con't)

Job Survival Skills Filmstrips
Singer/SVE

Life Style 2000: An Inquiry Into the Future
Inquiry Audio Visuals

Lifestyles
Schloat Productions

Livelyhoods - Careers for Your Lifestyles
Houghton Mifflin
1974

Making the Most of Your Talents
Guidance Associates
1975

Man the Man
Argus Communications

Our Major Industries
Filmstrip House Inc.

People Who Organize Facts
Guidance Associates
1972

People Who Work in Science
Guidance Associates
1972

Personal Development and Attitudes
Film Strip of the Month Club

The Work Ethic
Lakeshore Curriculum Materials

Trees for 2001
Guidance Associates

Your First Week on the Job
Guidance Associates

GAMES AND SIMULATIONS

Careers Game
Parker Brothers
1971

Grow Power
Educational Activities Inc.
1974

Life Career
Western Publishing Co., Inc.
1969

The Employee Evaluation Game
Educational Resource Associates, Inc.

The Five-Square Game
Educational Resource Associates, Inc.

RESOURCES

GRADE LEVEL 9-12 3.0 LIFESTYLE AND PERSONAL SATISFACTION (page 5)

GAMES AND SIMULATIONS

The Group Empathy Game
Educational Resource Associates, Inc.

The Production Game
Educational Resource Associates, Inc.

Trip Across the Moon
Educational Resource Associates, Inc.

MEDIA KITS

Applications and Forms Series
Interpretive Education

Career Directions
Changing Times Education Service

Career Lab: A Career Exploration Program
Westinghouse Learning Corp.

Discovery: A Career Education Program
Scholastic Book Services

Exploring Careers
Abt Publications

MICROFORM

VIEW - Vital Information for Education and Work
Orange County Department of Education

PRINTED MEDIA

Career Development Program
Science Research Associates

Career Education Digest
Educational Properties Inc.

Handbook for Utilization of Volunteer Services
Maryland State Department of Education

STUDY PRINTS

California Occupational Guides
California Employment Development Department

Desk Top Kits
Careers, Inc.

Occupational Exploration Kit
Science Research Associates

Occupational OUtlook Reprint Series
U. S. Department of Labor

STUDENT BOOKS

Career World
Curriculum Innovations, Inc.

Get a Job
Human Resource Development Press, Inc.

RESOURCES

GRADE LEVEL 9-12 3.0 LIFESTYLE AND PERSONAL SATISFACTION (page 6)

TESTS AND MEASUREMENTS

Work Values Inventory
Super
Houghton Mifflin

COMPONENT 4.0 OCCUPATIONAL ROLES GRADE LEVEL 9-12

MAJOR OBJECTIVE 4.1 CONSUMER AWARENESS AND USAGE WILL DETERMINE CAREER STABILITY

CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
4.1.1 Describe how the uses of credit affects producers and consumers.	Business Social Studies	The use of credit affects producers and consumers by creating purchasing power and by increasing sales.
4.1.2 Understand that the use of credit is a resource to obtain goods and services which involves responsibilities.	Business Home Ec. Social Studies	Credit is a resource to obtain goods and services which involves the responsibility of time payments, payments on time, establishing credit ratings.
4.1.3 Describe his/her legal rights and responsibilities as a consumer.	Business Home Ec. Social Studies	Laws protecting consumer. Establishing area of consumer responsibility.

SUGGESTED LEARNING ACTIVITY	RESOURCES	ASSESSMENT STRATEGIES
1. Research report on the use of credit by manufacturers on how credit expands the economy. 2. Reading assignments on related topics from text or pamphlets. 3. Guest speaker.	. Grolier kit, "Problems of Buying on Credit" . Changing Times, "Borrowing"	List 4 items that can be difficult to purchase without using credit. The student will list how producers use credit in the manufacturing of products. The student will describe how credit purchases affect the economy.
1. Investigate types of installment plans offered by local stores, give advantages and disadvantages of each. 2. Guest speakers from retail credit bureau or credit departments of local stores. 3. Case studies involving computing the real cost of various types of charge accounts or credit contracts. 4. Check list to "discover the good credit risk."	(see 4.1.1) . J.C. Penney's filmstrip, "Credit" . Westinghouse filmstrip "Buyer Beware" . Eyegate filmstrip, "Cost and Credit . "Shopping With Skill"	The student will evaluate a credit contract as to the advantages and disadvantages. The student will list the retail store's responsibility with regard to credit contracts. The student will list the factors that determine a person's credit rating.
1. Discussion of government regulations and how they influence consumers. 2. Research report on recent consumer legislation affecting rights and responsibilities . 3. Guest speakers, filmstrips, reading	. County Department of Consumer Affairs. . State Department of Consumer Affairs. . Legal Aid Society . Better Business Bureau.	Student will list rights of consumer. Student will identify where liability falls if product proves defective while under warranty, after warranty expires.

COMPONENT 4.0 OCCUPATIONAL ROLES GRADE LEVEL 9-12

MAJOR OBJECTIVE 4.1 CONSUMER AWARENESS AND USAGE WILL DETERMINE CAREER STABILITY.

	CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
4.1.4	Describe how consumer advocacy groups and/or agencies protect his/her interests.	Business Home Ec. Social Studies	Consumer advocacy groups lobby for legislation and publish materials on how to handle complaints.
4.1.5	Identify how the use of credit will influence his/her buying power.	Business Home Ec. Social Studies	Credit influences buying power by allowing persons to purchase items when cash is not available.
4.1.6	Describe the effect on producers he/she can have as a consumer of goods and services.	Business Home Ec. Social Studies	Consumers affect producers by not purchasing goods or services.

SUGGESTED LEARNING ACTIVITY	RESOURCES	ASSESSMENT STRATEGIES
1. Discussion of definition of "consumer advocacy". 2. Discussion of consumer protection agencies.	. County, State, Federal Consumer Protection Agencies. . Private agencies such as Consumer's Union. . Ralph Nader's Groups . Radio, T.V., and newspaper hot lines. . Changing Times, "Safeguards for Shoppers."	List services of methods used by a given protection agency. List agencies in the local community.
1. Discuss how values influence purchases. 2. List their values, analyze them, and decide how these values will influence what they buy. 3. Compare cash price and credit price of an item such as a stereo, car, etc.	. Credit managers of local stores. . Bank loan officers. . Credit union officers. . Filmstrips on the use of credit. . Transparency, "Management in Relation to Goals and Values."	List 4 items of necessity he/she cannot pay cash for and must use credit. List 4 items that are wants rather than needs which could be postponed rather than use credit for purchase.
1. Small group discussion on how students are dealing with business of product satisfaction and need. 2. Consider reasons for unsatisfactory merchandise, defects, poor service, improper use, and what can the individual do about it.	. Hanna-Barbera series on buymanship. . Penney's, "Consumer Defense Mechanisms."	List the ways he/she can influence the merchandise being sold in a local retail store.

COMPONENT 4.0 OCCUPATIONAL ROLES GRADE LEVEL 9-12

MAJOR OBJECTIVE 4.1 CONSUMER AWARENESS AND USAGE WILL DETERMINE CAREER STABILITY.

	CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
4.1.7	Assess merchandising and advertising information given as to whether it is factual or sales appeal before making a buying decision.	Business Home Ec. English	Merchandising and advertising influence consumer purchases by using sales psychology in ads and displays.
4.1.8	Select career options which will provide the income necessary to maintain the desired life style.	Business Home Ec.	Career selection will affect the income necessary for desired life style.
4.1.9	Formulate an income allocation plan based on an understanding of banking services, savings and financial institutions; role of insurance and investments in providing economic security.	Business Math	Banking services, savings, financial institutions; insurance and investments influence the formulation of an income allocation plan.

SUGGESTED LEARNING ACTIVITY	RESOURCES	ASSESSMENT STRATEGIES
1. Role playing and writing advertisements. 2. List valuable information provided by advertising and merchandising. 3. Discuss in class incomplete or non-logical ads and other commercials.	. Films, "Buy, Buy, Buy", "Buy Line," "This is Fraud", "Read Before You Write". . Changing Times Kit, "How to Use Advertising". . Filmstrips, Penney's, "Advertising Consumer Motivation", Grolier, "Language of Labels", "And Now a Word from Our Sponsor,"	Analyze ads and list the factual information contained. Evaluate two personal purchases and prepare written report which identifies reasons for purchase. Analyze ads for "Appeals" used.
1. Research report on an occupation. 2. Do problems in computing net pay so student understands difference between gross pay and net pay. 3. Using $700 per month, discuss life style components achievable.	. Go to the Career Resource Center at school. . "Paying your Way" Game	Student will list the career choices which will provide the income needed to maintain the life style of his/her choice.
1. Practice applying for a checking account, reconciling bank statements and writing checks. 2. Prepare practice budgets. 3. Case studies to pick insurance which is best for the student. 4. Class purchase of stock or pick stocks on paper and watch the values. 5. Discussion of the different types of savings institutions.	. Eye Gate Consumer Kit . Grolier Consumer Kit . Changing Times Kit on Money Management . Filmstrips--"Insurance-Priorities, Decisions, & Security", "Money, Checks & Banking", "Managing the Family Affairs", "Budget" . Household Finance Corp. booklets on family financial management. . Local banks and lending/financial institutions; local insurance brokers/agents; local stock brokers. . Chart "Budgeting" by Gilum . Institute of Life Insurance & Future of the Family"	Student will submit a detailed budget based on the given life style of his/her choice. Student will complete accurately a simulated checking account problem in writing checks, making deposits, maintaining a check register, and reconciling the bank statement.

COMPONENT 4.0 OCCUPATIONAL ROLES GRADE LEVEL 9-12

MAJOR OBJECTIVE 4.1 CONSUMER AWARENESS AND USAGE WILL DETERMINE CAREER STABILITY.

	CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
4.1.10	Evaluate the types of credit available to him/her, the advantages and disadvantages of each type, and how to use credit wisely.	Business Home Ec.	Advantages, disadvantages, and wise usage of the types of credit such as bank loans, finance company loans, major credit card companies, large clothing store accounts, credit unions.
4.1.11	Communicate effectively his/her preferences and grievances to the business community and the proper authorities.	Business Home Ec. Social Studies English	Handling consumer complaints through returning items to stores, complaining to the manager, meeting with owner, contacting county and state department of consumer affairs, seek out legal aid.
4.1.12	Use and evaluate consumer education sources to meet his/her needs.	Business Home Ec. Social Studies	Sources of consumer buying information as ads, news media, friends, magazines, U.S. Government buying guides.

SUGGESTED LEARNING ACTIVITY	RESOURCES	ASSESSMENT STRATEGIES
1. Study types of charge accounts with advantages and disadvantages of each. 2. Practice filling out credit applications. 3. Use guest speakers.	. Sample credit applications from stores, banks, lending institutions . Use guest speakers from same.	List advantages and disadvantages of the major types of charge accounts. List circumstances when using credit is an acceptable means of purchasing goods and services. Fill out credit application correctly.
1. Practice writing letters of complaint and/or satisfaction. 2. Class discussion on proper steps for filing a consumer complaint. 3. Investigate exchange policies of local stores. 4. Role playing.	. Local merchants. . County Department of Consumer Affairs . State Department of Legal Affairs . Legal Aid Society . Better Business Bureau . Professional Associations	List agencies to contact when a merchant does not satisfactorily handle a consumer complaint. Write a letter of complaint and/or satisfaction.
1. Class discussion on consumer information sources of ads, newspaper, labels, T.V. commercials, word of mouth. 2. Clip examples of informative ads. 3. Review and discuss consumer publications available.	. Consumer Guide . Consumer Reports . Changing Times Magazine . Other advertising resources . Media advertisements	Research a product he/she wishes to buy comparing more than one brand and using two or more resources. Prepare a check list of items to check before using a given product.

COMPONENT 4.0 OCCUPATIONAL ROLES GRADE LEVEL 9-12

MAJOR OBJECTIVE 4.1 CONSUMER AWARENESS AND USAGE WILL DETERMINE CAREER STABILITY.

CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
4.1.13 Formulate a plan to utilize knowledge of the consumer groups in the community and the methods they use to relate consumer preferences.	Business Home Ec. Social Studies	Consumer groups aid in purchase selection by printing advantages and disadvantages of goods and select services.

SUGGESTED LEARNING ACTIVITY	RESOURCES	ASSESSMENT STRATEGIES
1. Use telephone book to find groups in community. 2. Call groups and ask for information. 3. Role play.	. Telephone directory under "Consumer Affairs" . Local consumer groups	Analyze the steps to follow and the agencies to use in the local area when "X" product proves defective.

COMPONENT 4.0 OCCUPATIONAL ROLES GRADE LEVEL 9-12

MAJOR OBJECTIVE 4.2 IDENTIFYING WITH AND PARTICIPATING IN ADULT ROLES AND RESPONSIBILITIES IS CONSUMMATED IN THE WORK ENVIRONMENT.

CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
4.2.1 Demonstrate knowledge of basic to advanced occupational skills.	Business Education Industrial Arts Home Econ.	Learning what basic skills and advanced skills are needed for success in a given occupation(s).
4.2.2 Identify work experience opportunities and requirements.	All areas.	Know where to find a job and what is needed to obtain employment.

SUGGESTED LEARNING ACTIVITY	RESOURCES	ASSESSMENT STRATEGIES
1. Do a term paper on career of choice discussing what skills are needed for entry and advancement. 2. Interview workers in occupational choice. 3. Prepare a slide presentation on a career showing entry to advanced level skills. 4. Have guest speakers from different career areas.	1. Local Career Resource Center. 2. Career Mini-Series. 3. The World of Work series. 4. Career Education Cluster Series. 5. Changing Role of Women. 6. Preparing for an Office Job tape.	The student will list the basic skills needed for entry into the occupation of his/her choice. The student will list the advanced skills needed for success in his/her occupational choice.
1. Conduct field trips to observe career roles in action. 2. Interview Work Experience Coordinators. 3. Have students do reading and research reports from various sources. 4. Guest speakers for HRD employment service. 5. Visit local youth employment. 6. Assign students to go apply for 1 or more jobs advertised in the newspaper.	1. Entering the World of Work, filmstrip. 2. Fascinating World of Work, filmstrip. 3. Finding and Holding a Job, transparency. 4. Local businesses/industry. 5. Work Experience Coordinators.	Name 4 locations where he/she might get a job in the local area. List requirements needed to get the jobs in the above 4 locations.

COMPONENT 4.0 OCCUPATIONAL ROLES GRADE LEVEL 9-12

MAJOR OBJECTIVE 4.2 IDENTIFYING WITH AND PARTICIPATING IN ADULT ROLES AND RESPONSIBILITIES IS CONSUMMATED IN THE WORK ENVIRONMENT.

CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
4.2.3 List locations and sources for potential part-time employment.	All Areas	Learn how to locate part-time work sources.
4.2.4 Identify working environments that match his/her characteristics.	All Areas	Match characteristics with working conditions of: 1. Inside, outside, both. 2. Extreme cold plus temperature changes. 3. Extremes of heat plus temperature changes. 4. Noise and vibration. 5. Wet and humid weather. 6. Hazards 7. Fumes, odors, toxic conditions, dust and poor ventilation.
4.2.5 List skills he/she needs to acquire and/or maintain employment.	All Areas	Includes job seeking skills, job application skills, job entry level skills and job maintenance skills such as punctuality, following directions, getting along well with manager and co-workers and motivation for continual learning.

SUGGESTED LEARNING ACTIVITY	RESOURCES	ASSESSMENT STRATEGIES
1. Guest speaker from local "Yes" office. 2. Work Experience Coordinator. 3. Reading assignment on general sources of part time employment. 4. Organize the class so teams report on categories of private employment agencies, public employment agencies, news media, public school agencies, and service group sponsored agencies.	1. Local "Y.E.S." office and/or work experience coordinator. 2. Finding and Holding a Job. 3. Getting and Keeping Your First Job. 4. Job Hunting. 5. Job Application Sources. 6. Summer Jobs, by Employment Development Department. 7. Telephone Book 8. Newspapers 9. Service Organizations	List locations of potential part-time job information in local areas.
1. Research report on the work environment of a career of his/her choice after visiting and/or viewing different work environments.	1. Dictionary of Occupational Titles. 2. Career Resource Center materials. 3. "Requirements In the World of Jobs". 4. "Liking Your Job and Your Life." 5. "Work Habits and Job Attitudes". 6. "Self-concept and Employment". 7. SRA Occupational Exploration Kit.	List the types of working environments he/she would feel most comfortable or happy working in.
1. Interview a former student who is presently employed in a local area. 2. In small groups, have students list skills needed to acquire and maintain a job. This can be followed by having students interview the work experience coordinator, have on video tape, critique and do so again.	1. "Job Attitudes: Why Work at All?" 2. "Achieving Success in the World of jobs." 3. "Requirements in the World of Jobs". 4. "Work Habits and Job Attitudes". 5. Occupational Work Adjustment Resource.	List skills which are necessary in finding a job. List skills he/she needs to acquire to find a job of his/her choice.

COMPONENT 4.0 OCCUPATIONAL ROLES GRADE LEVEL 9-12

MAJOR OBJECTIVE 4.2 IDENTIFYING WITH AND PARTICIPATING IN ADULT ROLES AND RESPONSIBILITIES IS CONSUMMATED IN THE WORK ENVIRONMENT.

CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
4.2.6 Describe how he/she can influence school, work and/or home environment.	All Areas	Individuals can influence their environments by positive attitudes, helping others, demonstrating good working habits and by forming positive relationships.

SUGGESTED LEARNING ACTIVITY	RESOURCES	ASSESSMENT STRATEGIES
1. Using the "Phillips 66" group method of putting students in groups of 6 for 6 minutes during which time they will elect a chairperson and recorder, have them discuss "Influences they can make at school." They then report to the class while the teacher compiles the list on the chalk board, overhead or paper. This can be followed by the same process for discussion questions centered on "Influences they can make in a job" and "Influence they can make at home." After the list is compiled, each student can be assigned to design a plan and carry it on influencing some aspect of the school environment. The class as a whole can design the plan to change the classroom environment and implement it over a period of time followed by an evaluation.	1. Pictures of workers. 2. Check slides/films out of Career Resource Center. 3. Assign students by teams of 3 different influences to discuss with class.	Students will complete a plan on how he/she will influence the school and/or home and/or work environment. The plan should include goal, outcome, strategies and evaluation.

COMPONENT 4.0 OCCUPATIONAL ROLES GRADE LEVEL 9-12

MAJOR OBJECTIVE 4.2 IDENTIFYING WITH AND PARTICIPATING IN ADULT ROLES AND RESPONSIBILITIES IS CONSUMMATED IN THE WORK ENVIRONMENT.

CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
4.2.7 Describe his/her personality style and environments that match for optimum work production.	Social Studies Business English	Using the Myers-Briggs Type indicators of Introvert-Extrovert, Sensing-Intuitive, Thinking-Feeling, Judging-Persevering and using the working environments of: 1. Inside, outside, and both. 2. Extremes of cold with temperature changes. 3. Extremes of heat with temperature changes. 4. Wet and humid. 5. Noise and vibration. 6. Hazards 7. Fumes, odors, toxic conditions, dust and poor ventilation.
4.2.8 Identify how he/she can utilize pre-graduation work participation to enhance his/her career plans/ options.	Work Experience Soc. Stu. Guidance	Work experience in his/her tentative career choice provides chance for career choice exploration, skill refinement for job entry and evidences of skill application for potential employers.

SUGGESTED LEARNING ACTIVITY	RESOURCES	ASSESSMENT STRATEGIES
1. Have the counselor administer the Myers-Briggs Personality type indicator, score it and interpret it to students. The students can then go to the Career Resource Center and do an occupational search to identify occupations that match his/her personality type with his/her desired working conditions. These can be recorded in the Career Planning Folder followed by sharing his/her findings with fellow classmates in small group discussion sessions.	1. Career Planning Folder 2. Career Resource Center 3. Dictionary of Occupational Titles 4. "Developing Human Relations". 5. Succeeding in the World of Work. 6. "Getting Along With Fellow Workers" 7. "You and Your Co-Worker." 8. "You and Your Supervisor" 9. Pathways to Self Improvement. 10. About You 11. Myers-Briggs Personality Type Indicator. 12. Counselor 13. School Psychologist.	Student can describe his/her personality style and list occupations that match his/her personality style with his/her desired working environments.
1. Each student should have a career option. A counselor and/or the work experience coordinator can make a presentation to students on the importance of pre-graduation work participation including enrollment in related school courses, ROP enrollment as well as enrollment in work experience. This should be followed by some action to get students enrolled in these experiences.	1. Career Resource Center. 2. "Preparing for the Jobs of the 70's." 3. What to Do After High School 4. Counselor 5. Work Experience Coordinator. 6. Career Technician	Prepare a course plan which would maximize his/her time and effort in school in achieving career goals.

COMPONENT 4.0 OCCUPATIONAL ROLES GRADE LEVEL 9-12

MAJOR OBJECTIVE 4.2 IDENTIFYING WITH AND PARTICIPATING IN ADULT ROLES AND RESPONSIBILITIES IS CONSUMMATED IN THE WORK ENVIRONMENT.

CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
4.2.9 Demonstrate minimal skills for entry into the occupation of his/her choice.	All Areas	Minimal skills/competencies acquired in school subjects, ROP, Work Experience and/or part-time work (Typing, Math, Writing, filing,..., etc.) related to the occupation of his/her choice.
4.2.10 Demonstrate adequate interpersonal skills to create and maintain harmonious relationships in work situations.	Soc. Stu. Counseling	Determine what personal skills are essential to get along with others at work.

SUGGESTED LEARNING ACTIVITY	RESOURCES	ASSESSMENT STRATEGIES
1. Write letters of application and resumes. 2. Apply for and receive social security card, work permits (if needed). 3. Conduct mock or real interviews which can be video-taped. 4. Have students fill out job applications.	1. Transparency--Knowledge Needed to Keep a Job. 2. Transparency--Prepare for a Job Interview. 3. Transparency--Prepare a Resume. 4. "Job Seeking Skills--Resume, Application, Interview". 5. Social Security, What It Means to You.	Will list the skills he/she has acquired that relate to the entry level requirements in the occupation of his/her choice in his/her Career Planning Folder.
1. The counselor can conduct a unit in the classroom on active listening and/or Carkhuff training. This should be followed by each student participating in 5 to 7 developmental group counseling sessions led by counselors and/or peer counselors. 2. Discuss employee ethics and job responsibilities.	1. How to Improve your Relationships With Other People. 2. Carkhuff training. 3. PET training. 4. Bates, M., and Johnson C.D. Group Leadership: A Manual for Group Leaders. 5. Pfieffer & Jones, Group Facilitator Handbooks.	Demonstrate ability to interact with peers in the classroom. Demonstrate ability to get along with others through courses such as Office Experience, Campus Aides, Exploratory Work Experience. Demonstrate said skills by successfully holding a part-time job.

COMPONENT 4.0 OCCUPATIONAL ROLES GRADE LEVEL 9-12

MAJOR OBJECTIVE 4.2 IDENTIFYING WITH AND PARTICIPATING IN ADULT ROLES AND RESPONSIBLITIES IS CONSUMMATED IN THE WORK ENVIRONMENT.

CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
4.2.11 Formulate a career plan that includes strategies to acquire/ enhance job skills.	Guidance	Complete a plan and record it in the Career Planning folder matching self characteristics, school subjects, outside experiences with career and/or occupational choices.
4.2.12 Formulate a plan to community and societal needs.	Soc. Stu. Counseling	Volunteer (and/or paid) services to community, groups such as Big Brothers, Crippled Children's Society, Red Cross, aged groups, etc., are necessary for our culture.

SUGGESTED LEARNING ACTIVITY	RESOURCES	ASSESSMENT STRATEGIES
1. Each student should be programmed into the Career Resource Center to complete the total Career Selection and planning process. Grades 9 and 10 should emphasize self and decision making, grades 11, planning and experiencing and grades 11 and 12 career planning.	1. "Vocational Decisions". 2. "Successful Living". 3. "Career Planning" 3M transparency. 4. Pathway to Your Future 5. Counselors 6. Career Resource Center Technicians	Prepare a plan to achieve immediate career goals, visibly presenting self characteristics, school subjects taken and demonstrating skills visibly. Prepare a plan to achieve future career goals including self characteristics, leisure skills, occupational alternatives, and tentative time lines on completion of learning tasks.
1. Counselor and/or teacher should discuss the basic needs of Man to contribute to each other. Using small task group approach, have students discuss the following: 1. Where can I contribute to others? 2. Why is it--Why is it not?--necessary to contribute? After recording the findings on the chalkboard or overhead, each student should come up with a plan to do something for some group in areas of need.	1. Community Resource Handbook. 2. CRIS 3. School Psychologist 4. Peace Corp Brochures 5. Dept. of Community Mental Health	Each student will formulate a plan to contribute time during the school year to help a community group in need of contributed assistance.

COMPONENT 4.0 OCCUPATIONAL ROLES GRADE LEVEL 9-12

MAJOR OBJECTIVE 4.3 WORKER TRAITS ARE TRANSFERABLE TO MANY OCCUPATIONS

CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
4.3.1 Identify resources of information on worker traits and how they can be used in career selection.	Counselors	Sources of career information.
4.3.2 Demonstrate knowledge of his/her interests, aptitudes, attitudes, achievements and desired working conditions.	Counseling Social Studies	Acceptance of self-characteristics.
4.3.3 Formulate a career plan that includes a variety of potential occupations that match his/her unique set of worker traits.	Counseling Social Studies	Planning skills of setting career goals, matching self-worker traits with occupations, collecting information on potential occupations, choosing potential occupations.

SUGGESTED LEARNING ACTIVITY	RESOURCES	ASSESSMENT STRATEGIES
1. Use the Career Resource Center for research. 2. Do projects involving D.O.T., View, Occupational Outlook Handbook, OEK, CVIS and California Occupational Guide. 3. Start Career Planning Folder	Materials in Career Guidance Center Occupations 1 & 2 from New Readers Press Occupational Outlook Handbook Dictionary of Occupational Titles Ohio Vocational Interest Survey Career Education Tapes Career Mini-Strips Career Education Cluster Series Careers Now--sound filmstrips Careers Without College - Tape Cross-Voc. Skills & Infor. - Tape Direc. for Tomorrow - Filmstrip	List resources which contain information on worker traits. Identify uses of these resources in helping pick a career.
1. Take tests to determine interests, attitudes, and aptitudes. 2. Work with counselor to interpret test results. 3. Research jobs to see how above data relates to various occupations. 4. Complete relative parts of Career Planning Folder.	Career Resource Center Materials Career Planning Folder	List the types of working conditions which best fit his/her interests, attitudes and aptitudes.
1. Career reports 2. Visitations to actual work locations to observe potential occupations. 3. Small/large groups, using his/her Career Planning Folder set	Speakers Career Planning Folder Counselor Career Resource Center Technician	Prepare a career plan which lists a variety of occupational choices he/she could be successful in based on knowledge of his/her own traits and record in Career Planning Folder.

RESOURCES

GRADE LEVEL 9-12 4.0 ADULT OCCUPATIONAL ROLES

BOOKS

Art Career Guide
Watson-Guptill Publications

Basic Mathematics of the Shop
Delmar Publishing Co.

Career Education for Leisure Occupations:
Curriculum Guidelines for Recreation, Hospitality and Tourism
University of Kentucky
1973

Careers: Exploration and Decision
Prentice Hall, Inc.
1974

College Catalogs
Any College

Comprehensive Career Education System:
Curriculum Development Model K through 12
Learning Activities in all subject areas
Educational Properties

Dictionary of Occupational Titles (2 Vol.)
U. S. Department of Labor

Employer Profiles
San Diego County Superintendent of Schools

Encyclopedia of Careers and Vocational Guidance
J. G. Ferguson Publishing Co. (2 Vol)

Foundations of Mathematics
Holt, Rinehart and Winston, Inc.

Guide to Two-Year College Majors
Chronicle Guidance Publications, Inc.

Guide to Four-Year College Majors
Chronicle Guidance Publications, Inc.

Handbook of Job Facts
Science Research Associates

Job Facts
Addison Wesley Publishing Company

Making Value Judgements: Decisions for Today
Charles E. Merrill Publishing Co
1972

Medical Careers Planning
Bureau of Health and Hospital Careers Counseling
Lincoln Hospital Medical Center

New Rochester Occupational REading Series
The Job Ahead
Science Research Associates

Occupational Outlook Handbook
U. S. Department of Labor

Phoenix Quarterly - Career Opportunities in the Scrap Metal Industry
Institute of Scrap Iron and Steel, Inc.
1974

RESOURCES

GRADE LEVEL 9-12 4.0 ADULT OCCUPATIONAL ROLES (page 2)

BOOKS (con't)

Student Aid Annual
Chronicle Guidance Publications, Inc.

The Art of Developing a Career
Life Skills Series
Carkhuff Associates, Inc.
1974

The National Guidance Handbook
Science Research Associates

Vocational Behavioral Objectives
Westinghouse Learning Corp.

CLASSES

CROP - Coastline Regional Occupational Program
Huntington Beach Union High School District
Training Program

Exploratory Work Experience Program
Huntington Beach Union High School District
Work Exploration Experience and Related Study

General Work Experience Program
Huntington Beach Union High School District
Work Experience and Related Study

COMPUTER PROGRAMS

CVIS - Computer Vocational Information System
Huntington Beach Union High School District

CASSETTE TAPES

Consumertapes
MacMillan Library Services

Getting a Job Cassette Program
Lakeshore Curriculum Materials

Job Communication Skills Cassette Program
Lakeshore Curriculum Materials

On the Job Cassette Program
Lakeshore Curriculum Materials

FILMS

Applying for a Job
Sterling Educational Films

Applying for a Job
Careers in the Office Series
Encyclopedia Britannica Educational Corp.
1971

RESOURCES

GRADE LEVEL 9-12 4.0 ADULT OCCUPATIONAL ROLES (page 3)

FILMS (con't)

Basic Job Skills: Handling Criticism
Coronet Instructional Media

Get That Job: Changing Jobs
Coronet Instructional Media

Get That Job: Line Up Your Interview
Coronet Instructional Media

Job Opportunities in the Hospital
Singer/SVE

Your Job: Applying for It
Coronet Instructional Media

Your Job: Fitting In
Coronet Films

Your Job: Finding the Right One
Coronet Instructional Media

Your Job: Getting Ahead
Coronet Instructional Media

Your Job: Good Work Habits
Coronet Films

Your Job: You and Your Boss
Coronet Films

FILM LOOPS

Careers in Aerospace
Eye Gate

Skills for a Lifetime
Doubleday Multimedia

FILMSTRIPS

Babysitting: The Job--The Kids
Guidance Associates

Basic Office Practices and Procedures
Eye Gate

Black Americans at Work
Coronet Films

Career Education Clusters
Westinghouse Learning Corp.

Careers and Lifestyles
Guidance Associates

Careers in Aerospace
Eye Gate

Consumerland: How High the Mountain
Argus Communications

RESOURCES

GRADE LEVEL 9-12 4.0 ADULT OCCUPATIONAL ROLES (page 4)

FILMSTRIPS (con't)

Finding and Getting a Job
Singer/SVE

Finding Your Job
Eye Gate

Focus on the Creative Arts
Eye Gate

Focus on the Performing Arts
Eye Gate

Focus on the Professions
Eye Gate

Focus on the Small Business Owners
Eye Gate

Getting Along With Others
McGraw Hill

Hospital Job Opportunities
Eye Gate

Job Attitudes Program
Lakeshore Curriculum Materials Co.

Job Attitude Series
Guidance Associates

Job Hunting: Where to Begin
Guidance Associates

Jobs for High School Students
Guidance Associates

Jobs in Data Processing
Coronet

Job Survival Skills Filmstrips
Singer/SVE

Jobs for You: It's Happening in Home Economics
Guidance Associates

Life Style 2000: An Inquiry Into the Future
Inquiry Audio Visuals

Occupation, Career Choices, Technical Interests
Filmstrip of the Month Club

The Paycheck Puzzle
Guidance Associates

The Changing Work Ethic
Guidance Associates

The People Profession: Careers in Home Economics
Guidance Associates

The Work Ethic
Lakeshore Curriculum Materials Co.

The World of Work: Vocational Opportunities
Eye Gate

Trees for 2001
Guidance Associates

RESOURCES

GRADE LEVEL 9-12 4.0 ADULT OCCUPATIONAL ROLES (page 5)

FILMSTRIPS (con't)

What You Should Know Before You Go to Work
Guidance Associates

You and Your Job
Coronet

You're Hired Program
Lakeshore Curriculum Materials

Your First Week on the Job
Guidance Associates

Your Own Business Kits
Lakeshore Curriculum Materials

GAMES AND SIMULATIONS

Consumer
Western Publishing Co., Inc.
1969

Generation Gap
Social Studies School Service
1969

MEDIA KITS

Applications and Forms Series
Interpretive Education

Choosing and Getting a Job
Coronet

Desk Top Kits
Careers, Inc

Discovery: A Career Education Program
Scholastic Book Services

Janus Job Interview Kit
Janus Book Publishers

Job Experience Kit
Science Research Associates

Job Survivial Skills Program
Singer/SVE

Occupational Exploration Kit
Science Research Associates

The Job Hunt
Coronet

On the Job Survival Kit
Lakeshore Curriculum Materials Co.

MICROFORM

VIEW - Vital Information for Education and Work
Orange County Department of Education

RESOURCES

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PRINTED MEDIA

Apprenticeship News
California Dept. of Industrial Relations,
Division of Apprenticeship Standards

California Occupational Guides
California Employment Development Department

Career Education Digest
Educational Properties Inc.

Guidance Series Booklets
Science Research Associates

How To Pass Employment Tests
Lakeshore Curriculum Materials

My Job Application File
Janus Book Publishers

My Job Interview Guide
Janus Book Publishers

Notch A Stick - Scratch A Stone
Leswing Press

Occupational Outlook Quarterly
Bureau of Labor Statistics
Current Issues

The National Apprenticeship Program
U.S. Department of Labor, Manpower Administration

Work - Life (Manpower Magazine)
U.S. Department of Labor

You and Your First Job!
Personnel and Industrial Relations Association, Inc.

SPIRIT MASTERS

Basic Skills on the Job
Lakeshore Curriculum Materials

Preparing For Interviews
Lakeshore Curriculum Materials

STUDENT BOOK

Classroom Activities Related to Manufacturing Occupations
Maryland State Department of Education
1974

Classroom Activities Related to Marine Science Occupations
The Maryland State Department of Education
1974

Emission Control Training Program
Mitchell Manuals, Inc.
1974

World of Work 2: Getting a Job
Educational Design, Inc.

RESOURCES

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TEACHER'S GUIDE

California Industrial Arts Education Program
Guide
Department of Labor - Part F, Section 553
Education Professional Development Act
1975

Career Education in Appalachian Maryland
Maryland State Department of Education
1974

Finding Your First Job
Houghton Mifflin
1975

Occupational Notebook Program
Research Press Company
1973

Teaching Personal Development for Occupational
Preparation
University of California, Div. of Business Education

Youth Training in the Private Sector:
A Model for Implementation
1974

TRANSPARENCIES

Knowledge Needed to Obtain Work
Science Research Associates

GLOSSARY OF TERMS

APPENDIX EXHIBIT A

In the construction of the Career Development Competency Model (CDCM), term usage and/or definition is necessary to ensure consistency.

To define the major tasks of a competency model for a career education delivery system the Career Education Competency Committee has agreed to the following definitions for the project:

a) Career Education -- is a concept which influences all experiences at all levels and in all disciplines. Career education seeks to blend the development of academic skills, leisure skills, and occupational skills. Career education is designed to infuse concepts of career development into all levels by providing each student with a coordinated educational experience consisting of career awareness, exploration, preparation, guidance and placement.

b) Career Development -- is a lifelong process which involves a series of experiences, decisions and interactions which, taken cumulatively, result in the formulation of a viable self concept and provide the means through which that self concept can be implemented both vocationally and avocationally.

c) Competency -- is a developed knowledge, attitude or skill that is observable, that can be transferred from a learning situation to a real life situation and that involves the production of a measurable outcome.

d) Component -- is the term used to identify sets or categories of concepts.

The four components of the CDCM are:
- .CAREER PLANNING and DECISION MAKING
- .EDUCATION, WORK & LEISURE ALTERNATIVES
- .LIFESTYLE and PERSONAL SATISFACTION
- .OCCUPATIONAL ROLES (added to the California Career Development Model)

e) A concept -- is an assumption, opinion or rationale of what should be.

.There are 16 concepts in the CDCM. Each concept will be extended in terms of competencies to be demonstrated.

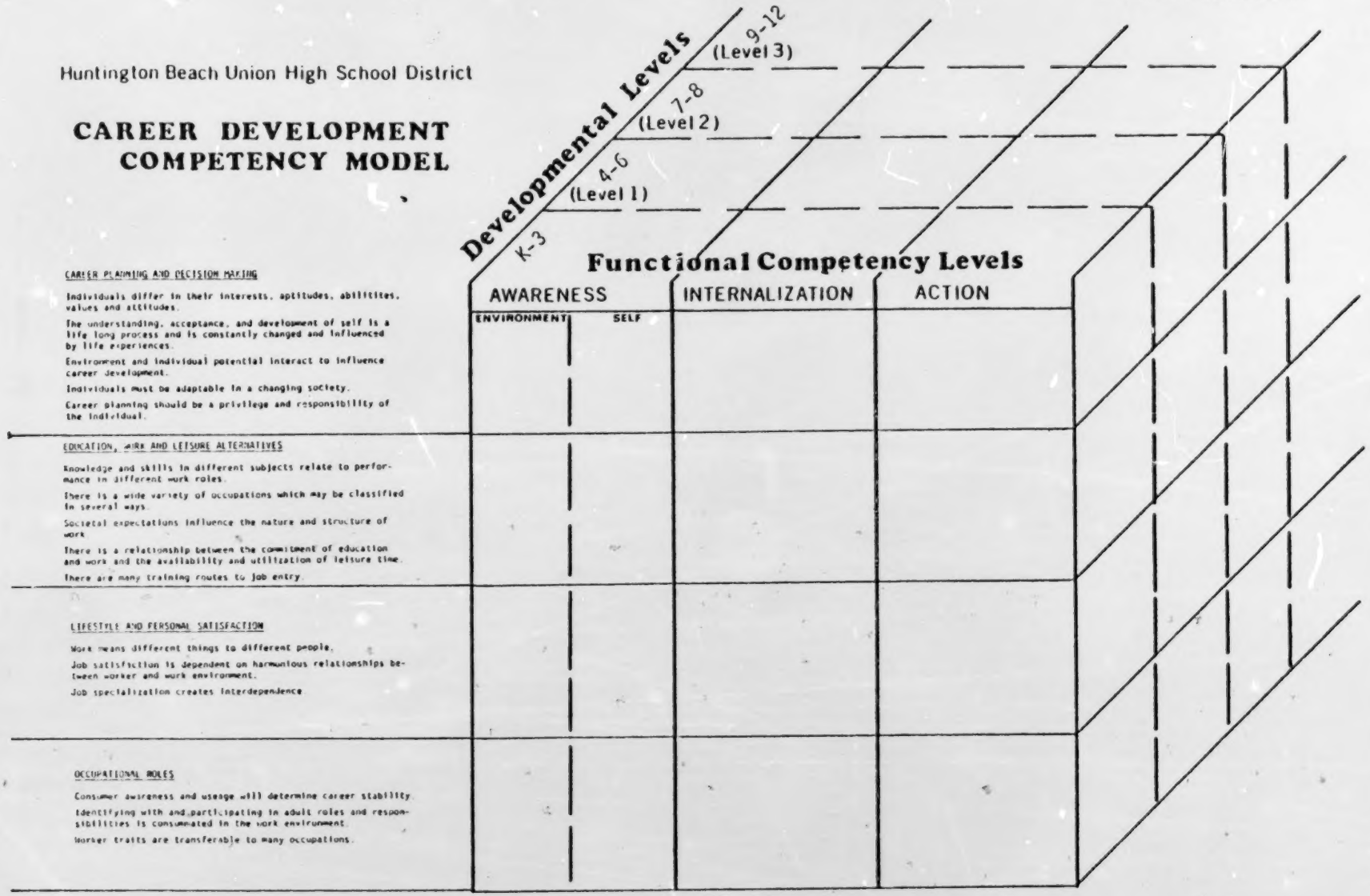
f) Functional Competency Levels -- are the levels of competencies to be demonstrated.

.The levels are 1) awareness (knowledge) of environment and awareness (knowledge) of self, 2) internalization (understanding in terms of self) and 3) action (utilizing internalized knowledge).

The levels are systematic. That is, evaluation and revision can occur (and in fact do occur) at each competency level.

Huntington Beach Union High School District

CAREER DEVELOPMENT COMPETENCY MODEL


Developmental Levels
K-3
4-6
(Level 1)
7-8
(Level 2)
9-12
(Level 3)
Functional Competency Levels
AWARENESS
ENVIRONMENT
SELF
INTERNALIZATION
ACTION
CAREER PLANNING AND DECISION MAKING
Individuals differ in their interests, aptitudes, abilities, values and attitudes.
The understanding, acceptance, and development of self is a life long process and is constantly changed and influenced by life experiences.
Environment and individual potential interact to influence career development.
Individuals must be adaptable in a changing society.
Career planning should be a privilege and responsibility of the individual.
EDUCATION, WORK AND LEISURE ALTERNATIVES
Knowledge and skills in different subjects relate to performance in different work roles.
There is a wide variety of occupations which may be classified in several ways.
Societal expectations influence the nature and structure of work.
There is a relationship between the commitment of education and work and the availability and utilization of leisure time.
There are many training routes to job entry.
LIFESTYLE AND PERSONAL SATISFACTION
Work means different things to different people.
Job satisfaction is dependent on harmonious relationships between worker and work environment.
Job specialization creates interdependence.
OCCUPATIONAL ROLES
Consumer awareness and useage will determine career stability.
Identifying with and participating in adult roles and responsibilities is consummated in the work environment.
Worker traits are transferable to many occupations.

CAREER EDUCATION PROGRAM DESCRIPTION

PHILOSOPHY

We believe the educational program should promote an infusion of developmental experiences in career education; and

* Should increase the awareness and aspirations of all students and expand their career options.
* Should be an integral part of all disciplines.
* Should develop attitudes, self-realization, basic career development skills, human relation skills, and habits which enhance the transition to the world of work.
* Should be a means to build bridges connecting knowledge, skills, life and career preparation found in a variety of settings in conjunction with the classroom.
* Should be sensitive to the changing inter-relationships between work and leisure.
* Should be developmental, continuous, and based on flexibility for a fluctuating society.

MAJOR GOALS OF CAREER EDUCATION

The Career Education Goals of the District are:

1. Career Planning and Decision Making To provide students the opportunity to understand themselves as they relate to their individual abilities, interests, aptitudes, the environment, changing society and responsibilities to career decisions.
2. Education, Work and Leisure Alternatives To ensure students the maximum opportunity to acquire the basic and technical skills, awareness of occupational classifications, societal expectations, commitment to work and leisure alternatives and to gain access to career programs.
3. Lifestyle and Personal Satisfaction To develop an understanding by students of the different roles of work, the need for harmonious relationships and the interdependence created by job specialization.
4. Occupational Roles To provide students the necessary consumer skills, opportunities to assume adult roles, and worker traits which will increase personal mobility in the career arena.

MAJOR OBJECTIVES OF CAREER EDUCATION

1.1 Students will be able to utilize in their own career planning, the fact that individuals differ in their interests, aptitudes, abilities, values and attitudes.

1.2 Students will be able to utilize in their own career planning, the fact that understanding, acceptance, and development of self is a lifelong process and is constantly changed and influenced by life experiences.

MAJOR OBJECTIVES OF CAREER EDUCATION (cont'd)

1.3 Students will be able to utilize in their own career planning, the fact that environment and individual potential interact to influence career development.

1.4 Students will be able to utilize in their own career planning, the fact that individuals must be adaptable in a changing society.

1.5 Students will be able to utilize the fact that career planning is a privilege and responsibility of the individual.

2.1 Students will be able to utilize in their own career planning, the fact that knowledge and skills in different subjects relate to performance in different work roles.

2.2 Students will be able to utilize in their own career planning, the fact that there is a wide variety of occupations which may be classified in several ways.

2.3 Students will be able to utilize in their own career planning, the fact that societal expectations affect the nature and structure of work.

2.4 Students will be able to utilize in their own career planning, the fact that there is a relationship between the commitment to education and work and the availability and utilization of leisure time.

2.5 Students will be able to utilize in their own career planning, the fact that there are many training routes to job entry.

3.1 Students will be able to utilize in their own career planning, the fact that work means different things to different people.

3.2 Students will be able to utilize in their own career planning, the fact that job satisfaction is dependent on harmonious relationships between worker and work environment.

3.3 Students will be able to utilize in their own career planning, the fact that job specialization creates interdependency.

4.1 Students will be able to utilize in their own career planning, the fact that consumer awareness and usage will determine career stability.

4.2 Students will be able to utilize in their own career planning, the fact that identifying with and participating in adult roles and responsibilities is consummated in the work environment.

4.3 Students will be able to utilize in their own career planning, the fact that worker traits are transferrable to many occupations.

RESOURCES FOR CAREER EDUCATION

1. Student Time
   Students will utilize the Career Center and class time in varying degrees depending on need. A minimum of one semester to four years could be assigned depending on specific career objectives.

RESOURCES FOR CAREER EDUCATION (continued)

2. Staff Resources

The entire staff will be involved in career education to some degree. A cadre including a counselor, coordinator and career technician will provide campus leadership for Career Education.

3. Materials and Equipment

In addition to the standard instructional resources, this program will include:

a. Campus-based career guidance center
b. Computerized Vocational Information System
c. Work Experience Education and Placement unit
d. Coastline Regional Occupational Program.

4. Program Budget

While it is difficult to determine specific budget allocations in addressing infusion into the curriculum, specific costs can be attributed to one or more components of Career Education:

a.	CROP	$408,000
b.	VEA B, F and G*	193,860
c.	VEA Part D, C.E*	120,000
d.	Student Employ.	280,000
e.	Guidance	300,000
f.	Other Instruc.	2,700,000
		$4,001,860

*Items B & C represent federal funding which will be expended for Career Education. All figures are preliminary estimates pending a final budget and notification of funding.